



**STUDENTS' PERCEPTION OF ENGLISH TEACHER AND APPRENTICE
TEACHER ON LEARNING ENGLISH
(A CASE STUDY AT ELEMENTARY SCHOOL IN SOUTHERN THAILAND)**

RESEARCH PROJECT

Submitted as Partial Fulfilment of the Requirements to Conduct a Research

By

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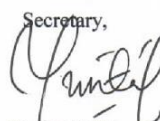
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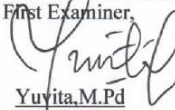
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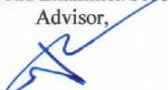
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STATEMENT OF ORIGINALITY

I hereby certify that this thesis entitled “*Students’ Perception Of English Teacher and Apprentice Teacher On Learning English (A Case Study at Elementary School In Southern Thailand)*” is definitely my own work.

In writing this research project, I do not make plagiarism or citation which is inconsistent with the scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this Research Project. Others’ opinion or findings included in this research project are quoted or cited adjusted to the ethical standard.

Tegal, August 2020

The writer,

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MOTTO AND DEDICATION

Motto :

“Act as if you do makes a difference. It does” –William James

Dedication :

I would like to dedicate my research project to:

1. Allah SWT who has given me strength and his blessings so I could done this research.
2. Muhammad SAW, the role model of my life
3. My beloved parents, you both are my ribs, heart and lungs.
4. My Family.
6. All of the important people in my life.

PREFACE

Let us praise Allah Almighty who has given us his blessings and chance for the researcher to conduct and finish this research entitled : “Students’ Perception Of English Teacher and Apprentice Teacher On Learning English (A Case Study at Elementary School In Southern Thailand)”.

The researcher realizes there are many weaknesses and mistakes in this research which is needed to be criticize and advice, therefore the researcher wanted to express her gratitude along the process of this research to the following:

1. Prof. Dr. Fakhruddin, M.Pd., as the Rector of Pancasakti University Tegal.
2. Dr. Purwo Susongko, M.Pd., as The Dean of Teacher Training and Education Faculty of Pancasakti University Tegal
3. Yuvita, M.Pd., as the Head of English Department of Teacher Training and Education Faculty of Pancasakti University Tegal.
4. Dr. Yoga Prihatin, M.Pd., as the first advisor, who has given advice, many correction and helpful guidance to the writer in writing this research project. The writer thanks for her kindness and wisdom from the beginning to the end of this research.
5. H. Sumartono, M.Pd., the second advisor, who has given advice, many correction and helpful guidance to the writer in writing this research project. The writer thanks for his kindness and wisdom.
6. All students of English Department 2016 who have already helped me to finish this research.

Last, the researcher hopes the help and advice that has been given would be granted by Allah Almighty so that this research would be beneficial to the further development of education in Indonesia, especially in teaching high school students.

Tegal, August 2020

The writer

ABSTRACT

Prawitasari, Riza. 2020. 1616500043. “Students’ Perception Of English Teacher and Apprentice Teacher On Learning English (A Case Study of Elementary School In Southern Thailand)”. Research project Strata 1 English Departement.Faculty of Teacher Training and Education.Pancasakti University Tegal. The First Advisor is Dr. Yoga Prihatin, M. Pd and the Second Advisor is H.Sumartono, M.Pd.

Keywords : Students’ Perception, Teacher, Apprentice Teacher, Young Learner.

The perception in English language teaching for young learners has been known to see how the learning process perceived for both of students and teacher. Therefore it is important to conduct the students’ perception on how their teacher performance especially in teaching young learners. The teacher has to know the feedback of their students during the learning process as young learners are very dependable and need to be motivated when learning English as a foreign language. Apprentice teacher is the pre-graduate teacher who is teaching in short term, temporary and compulsory for entry to the next level of education. The purposes of this research are to describe the students’ perception on their English teacher, apprentice teacher and the differences for both teachers among young learners students.

This research used descriptive qualitative analysis. The researcher conducted questionnaire and took 17 students from third grades of Ban Thamapraw elementary school as the participants. The researcher adapted both close-ended and open-ended questions to see the students’ perception on their teacher. The researcher collected the data, analyzed, classified the items of the questionnaire, tabulated and reported the data of research result. The researcher focused on analyzing the perception of young learners towards their English teacher and apprentice teacher. The data then reported into a systematic design to give a meaningful description which was compiled into the table while the questionnaire was tested its validity and reliability by using SPSS 22.

Based on the analysis, the result shows that the students perceived their English teacher and apprentice teacher almost the same in the aspects of the questionnaire. The English teacher got 1643 while the apprentice teacher got 1601 for the total score. There are four statements in which the result shows a significant different. Item 2 *Always Smiling* with 78% for the English teacher and 88% for apprentice teacher, item number 4 *Translates English into Thailand language* with 92% for English teacher and 71% for the apprentice teacher, item 5 *Speaks clearly* with 97% for English teacher and 71% for the apprentice teacher and item 7 *Creates a humour and exciting class* with 79% for English teacher and 88% for the apprentice teacher.

From the result of the study showed that students’ perception on both English teacher and Apprentice teacher are not significantly difference on learning English and they have provided a convenience learning process to the students.

ABSTRAK

Prawitasari, Riza. 2020. 1616500043. “Students’ Perception On English Learning Taught By Apprentice and English Teacher (A Case Study of Elementry School In Southern Thailand)”. Skripsi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Pancasakti Tegal. Dosen Pembimbing satu Dr. Yoga Prihatin, M. Pd dan Dosen Pembimbing dua H, Sumartono, M.Pd.

Kata Kunci : Persepsisiswa, Guru, Guru Magang, Pelajar Usia Dini.

Persepsi pada pembelajaran bahasa Inggris bagi siswa usia dini diketahui untuk mengetahui bagaimana proses pembelajaran dipersepsikan bagi siswa dan guru. Karenanya, penting untuk mengetahui persepsi siswa mengenai bagaimana performa guru mereka terutama dalam mengajar pelajar usia dini. Guru harus mengetahui timbale balik dari siswa mereka selama proses belajar karena pelajar usia dini sangat bergantung dan perlu untuk dimotivasi ketika mempelajari bahasa Inggris sebagai bahasa asing. Guru magang adalah guru pra-sarjana yang mengajar dalam waktu yang singkat, temporal dan wajib untuk masuk level lebih tinggi dalam pendidikan. Tujuan dari penelitian ini adalah untuk mendeskripsikan bagaimana persepsi siswa terhadap guru bahasa Inggris, guru magang dan bagaimana perbandingan terhadap kedua guru pada pelajar usia dini.

Penelitian ini menggunakan analisis deskriptif kualitatif. Peneliti membuat kuesioner dan mengambil 17 siswa dari kelas tiga sekolah dasar Ban Thamapraw sebagai peserta. Peneliti mengadaptasi pertanyaan tertutup dan terbuka untuk melihat persepsi siswa terhadap guru mereka. Peneliti mengumpulkan data, menganalisis, mengklasifikasikan item-item kuesioner, menghitung dan melaporkan data hasil penelitian. Peneliti fokus menganalisis persepsi pelajar usia dini terhadap guru bahasa Inggris dan guru magang. Data lalu dilaporkan dalam desain sistematis untuk memberikan deskripsi yang dikompilasi ke dalam tabel sedangkan kuesioner diuji validitas dan reliabilitasnya dengan menggunakan SPSS 22.

Berdasarkan analisis, peneliti menemukan hasil yang menunjukkan bahwa siswa mempersepsikan guru bahasa Inggris mereka dan guru magang hampir sama dalam aspek kuesioner. Guru bahasa Inggris mendapatkan skor total 1643 sedangkan guru magang mendapatkan 1601. Ada empat pernyataan dengan hasil perbedaan yang signifikan. Item 2 *Always smiling* dengan 78% untuk guru bahasa Inggris dan 88% untuk guru magang, item nomor 4 *Translates English into Thailand* 92% untuk guru bahasa Inggris dan 71% untuk guru magang, item 5 *Speaks clearly* 97% untuk guru bahasa Inggris dan 71% untuk guru magang dan item 7 *Creates a humour and exciting class* 79% untuk guru bahasa Inggris dan 88% untuk guru magang.

Dari hasil penelitian menunjukkan bahwa persepsi siswa terhadap guru Bahasa Inggris dan guru magang tidak terlalu berbeda secara signifikan dan mereka telah melaksanakan proses pembelajaran yang nyaman untuk siswa.

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CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the problems, statement of the problems, conceptual definitions, objectives of the research, and significances of the research.

A. Background of The Problems

Students who study in the elementary school are very dependent. Young learner's students need a classroom activities which is short and let them explore about what things they need to learn. It is necessary to be in charge of the classroom, giving clear instructions and dealing effectively with learning strategies and classroom management. In teaching young learner, they need to be motivated yet they need to be engage in every classroom activities which encourage them to learn as long as they perceive it to be fun because young learners are considered has less motivation. Therefore, here the role of teacher is very important because they guide the students to enjoy and create fun learning to make sure the students keep motivated to learn. It can be inferred effective teaching as well as teacher qualities to support their learning have recently gained the importance in ELT.

Perception is related to the point of view of something. The perception can give the image to know furthermore about something as according to Crotty as cited in (Pertiwi et al., 2020) it purpose is to see someone point of view on

something which is very subjective because it depends on some external and internal factors. Perception on teacher is used to measure the framing of overall learning process and the performance of the teacher itself especially when it comes to young learners.

Teaching English for kids is not easy for the teachers (Pertiwi et al., 2020), There are challenges for them as they have to turn their L1 or first language to L2 or foreign language. According to Damar as cited in (Pertiwi et al., 2020) the children start to write and read in L1 to help children to learn another language. Students' perception on the English learning depend on the guidance of the teacher and how they implement fun learning to be perceived. The characteristics of the elementary students are suitable for teacher to provide appropriate classroom where the young learners are ready to like the material, especially when it comes in the term of foreign language, students need to be brought to the interest of the language as if they learn a new language and maximized learning accelerates. Here the teacher should create and promote this atmosphere and provide the materials along the needs of the objectives of the material and the students. Thus, the perspective on teacher needed to carry out the suitable material and learning process to teach the students.

According to (Jazuly, 2018) younger children are better at learning or finding it easier and that a longer period of learning leads to higher proficiency by the end of schooling. As there are many differences of teaching English as Foreign Language to adult rather than to young learners, they have different in motivation based on (Susanti et al., 2015) motivation is the internal factor with the

role as a power to trigger someone in learning and gained the achievement of learning. Consequently, children cannot find the motivation by themselves, it is the duty of the teacher to create the activity which they perceive to be fun to make them stay engaged in the learning.

Drawing on the situation presented above, the research conduct a research along the needs of English Language Teaching as Foreign Language in Thailand where the research became apprentice Teacher in Ban Thamapraw School, an elementary school as English Teacher to fulfill the goal of English language acquisition as Foreign Language, that is communicative learning which is focused on basic conversation ability. As the theory of learning language based on Nunan as cited in (Pertiwi et al., 2020) longer period of language learning leads to higher proficiency, the younger students be taught by English the more expected to be more fluent and have a high skilled proficiency of English.

This study aims to find out the students perceptions of a young learners English Teacher in the term of qualities related to his or her professional profile compared to the apprentice teacher which is the researcher itself which include personality trait, competence in English, classroom management, teacher's method and techniques, and assessment & feedback. The following terms are provided in a questionnaire to see the students' perception of the qualities of their current English Teacher and Apprentice Teacher.

A. Statement of the problems

Related to the background mentioned above, the researcher formulates the research question as follows:

1. How is the students' perception towards their English Teacher?
2. How is students' perception towards their English Apprentice Teacher?
3. How are the differences on the students' perception between their English Teacher and English Apprentice Teacher?

B. Conceptual Definition

The focus of this research is to analyze elementary school students' perception on their English teacher by asking them some questions on teacher's performance, personal trait, material used, textbook and the assignment as well by using a questionnaire and open ended questions. These questionnaires and open ended questions are collected from third grade students of Ban Thamapraw elementary school, Thailand. Students' perception is one of the affecting variables that have been found to adversely affect the students' foreign language acquisition especially among young learners.

C. Objectives of the research

Based on the problem formulation above the objectives of this research are:

1. to describe the perception of students towards their English Teacher in Ban Thamapraw School,

2. to describe the perception of students towards their English Apprentice Teacher in Ban Thamapraw School, and
3. to describe the differences on students' perception between their English Teacher and English Apprentice Teacher in Ban Thamapraw School.

D. Significances of the research

The results of the study will be greatly beneficial to the students, teachers, readers, other researchers, and the writer himself.

1. Theoretical Significances

Theoretically, this research is expected to be able to answer the research objectives clearly. It is useful to see the perception of students who is young learners in the overall English Language Teaching process held by their English Teacher. This research can be taken as the consideration of the English Teacher especially to teach English to young learners as the teacher can adapt the needs of the young learners in learning English and to study the perspective of the students to both their English teacher and the apprentice teacher. Then hopefully the findings can enrich the study of English, especially in terms English Learning to Young Learners to help teacher dig the needs and the students perspective towards the learning process.

2. Practical Significances

a) For students

The results of this study are expected to be useful for students, it will give students know how does the students perception on their English teacher on learning process, method and the personal traits of the teacher itself.

b) For teachers

For English teachers, they are expected to know the best method and techniques for teaching students especially young learners, so that they can pose the best performance on the learning process after knowing the students perception.

c) For other researchers

This study is expected to help the other researchers to investigate the other study and as a part of reference related to the students' perception on their English teacher.

CHAPTER II

REVIEW OF RELATED THEORIES

This chapter presents a review of the related literature of this study. There are the review of the previous studies and review of the related theories.

A. Review of the Previous Studies

The researcher found some previous studies related to this research. Firstly, it was carried out by Rana Yildirim and Yesim Dogan; 2010 with studies entitled "*Young learner English teacher profile from students' perspective*". In this study they employed 544 students fourth grade of English aged 10 to 11 who was studying English as a foreign language in Nevsehir. The students received three hours of compulsory English language instruction. The questionnaire to see the students' perspective divided into three scale, which were "Always", "Sometimes", or "Never". It included a total of 65 items grouped under two sections, namely Classroom Practice and Personal Traits of a YL English teacher. This study aims to find out students' perceptions of a YL English teacher in terms of qualities related to his/her professional profile (subject matter, curricula, materials, instructional activities, classroom management, teacher language used in the class, teacher's interaction skills and techniques, etc) as well as his/her personal traits. The result of this study was to make reflections about what was actually happening in the classroom, how the teachers were implementing their practices and how the students perceived their English teachers' personality traits. This study has also revealed a considerably majority of the teachers do not use

certain methods, techniques, materials as well as assessment tools that pertain to young learner classes.

Second, the studies on *The Investigation of Students' Perception of English Teacher and Their English Learning Motivation In The First Grade of Vocational High School 1 Tenganan* by Dwi Erna Susanti (2015). This studies goal is not only to describe the students' perceptions about their English teacher but also to know the students' motivations of the first grade of vocational high and to find out the factors came by English teachers that help the students' motivations in learning English. The research was conducted in Vocational High School 1 Tenganan with sixteen participants of the questionnaire coming from first grade of cooking department and the other two observed classes of cooking department were taken to support the collecting process of the research. To complete the research, 67 students of the first grade class of cooking department were given the questionnaire. The answer of the study above are divided into three parts: 1.) The students' perception about their English teacher in the first grade of vocational high school are coategorized by coding the student's statements. 2.) The students' motivation in learning English of the first grade of vocational high school. 3.) there are three factors came by English teachers which are supportive to develop the students' motivations in learning English.

Third, the study written by Habeeb (2013) with studies entitled "*Teachers' Perceptions toward Implementing English as a Foreign Language at Kindergarten: What Can We Learn from the Case of Kuwaiti Kindergarten Teachers?*". In this studies, he analyzed young learners in the term of learning

English in Kuwaiti Kindergarten. This study explores that program in the context of the perceptions and views of teachers affected by it. This study examines the implementation of English learning towards young learners in Kuwait. For this study, surveys were distributed to kindergarten teachers tasked with teaching English in 30 kindergartens in five different school districts, in Kuwait. 631 surveys were completed, providing information about teachers' perceptions and views towards: 1) learning English at an early age, 2) the current English curriculum, 3) teacher needs for effective instruction, and 4) the challenges teachers face. Total agreement was tabulated for each survey statement. Results were also subjected to one-way analysis of variance tests to identify differences according to school district, training institution, and length of teaching experiences.

The similarity of those research is the three of those studies analyze the perception of academics in the term of education, the second studies was investigate the English perception of the students in learning motivation in vocational high school while the first study analyze the students' perception in teacher's profile. Both of these studies discuss the same subject perception which is students. This research also will analyze the same subject. The differences of this research with previous studies are the researcher would like to analyze the students' perception of their teacher whether it is in profile of the teacher itself or the performance of the teacher on the leaning process including many aspects that will broaden explained in the third chapter. The researcher sees the previous study

as the guide to conduct this research. On the contrary, the previous studies did not focus on discussing about this perspectives.

The researcher took the students perspective towards English learning in Ban Thamapraw School as the researcher became the apprentice teacher there for about four months. The students are required to give their perspective towards their English teacher in school and the apprentice teacher which is the researcher herself. Students' perspective is still needed to carry out the feedback or the reflection of the learning process as well as personal traits of the teacher. Thus, it is important to keep the students engage in learning English as the goal of the learning process in elementary school is communicative skill.

B. Review of the Related Theory

1. English Learning for Young Learners

How do children learn language? Children all over the world acquire their native language without formal training and there are some theories regarding the language acquisition process. Chomsky as cited in (Fitrawati, 2013) believed that learning was innate, in the sense that every child has an innate capability to learn a language. Another theory stated by Vygotsky as cited in (Fitrawati, 2013) believed that language was central to the cognitive development of children, that it is the help of the adult learn and develop while Piaget believed that there are stages of children to be able to learn and develop the language, they are :

1. Sensory Motor Stage (from 0 – 2 years)which children seemed to learn through physical interaction with the world around them.

2. Pre-Operational Stage (from 2 – 7 years) when children need concrete situation to process ideas
3. Concrete Operational Stage (from 7 – 11 years) in which the children begin conceptualize and do some abstract problem solving, though they still learn best by doing
4. Formal Operational Stage (from 11-15) in which children are able to use abstract thinking.

Lenneberg as cited in (Fitrawati, 2013) said that there is a critical period, it is the time up to age of eleven where the children can be taught a language, and if it is more than that then it will be difficult. Therefore, it is important for young learners especially elementary students to be introduced English as foreign language as the critical period is also effective for learning foreign language.

Young learners also learn in different way, according to Berman as cited in (Fitrawati, 2013), children has their own preferred style. They may be characterized as visual learners as if they see what is happening then link it to their understanding, they may also be characterized as audio learner where they understand through sound and the last they also may be characterized as kinesthetic learner, it is where the children learn best if the learning process involves physical movement.

Relating to the theories above, it can be conclude that children learn based on the whole environment, students need their teacher to accelerate them best at teaching learning process, to overcome their needs and their characteristics of learning in learning English, the teacher need to provide conducive environment,

handle the students, create interesting activities, simplifying the task, providing the vocabulary, giving guiding questions, pictures and other media.

According to (Fitrawati, 2013) teachers should provide adequate support to the learners, but not excessive, because children's ability to hypothesize in the new language should not be underestimated. Therefore, the teacher needs to prepare media and material to smoothen the understanding. Learning process also should be related to everyday's life because students are unable to understand abstract thing like adult did.

Based on (English & Learners-, n.d.) the states that adult are more likely to be more motivated than young learners. They have intrinsic factor which lead them to keep hang on the learning. They could choose to or because they need to learn English for work of study while young learners usually have no choice, which means they may lose enthusiasm if they are not interested in what is happening in the classroom. Based on (Fitrawati, 2013) there are some different characteristics of students which is young learneer than adult, they are :

1. Condition of Learning, in learning English, children observing what they are going to learn as they learn to talk while adult can learn in abstract way.
2. Learner-Centered Psychological Principles, focus on the active and reflective characteristics of all learners and all learning situations.
3. Cognitive and Metacognitive, adult learners are actively engaged in the learning process by being self-directed and personally

responsible for their learning while young learner has not established it yet.

4. Motivational and Affective, adult learners are more likely to be more motivated while young learners not.
5. Developmental and Social, adult are less taking social interaction in learning English while young learners build more interesting atmosphere of learning with large social interaction.
6. Individual Differences, as students born with individual capacities, talents, interest, way of learning, as they differentiate in preferred learning. Adult can be united into a formal conventional method.

Based on the theories related to young learners and their characteristics into the teaching and learning process, it is important for the teachers to review whether the English Learning has been go along with their need and characters of learning. It is also important to conduct a reflection to see feedback of the students and to understand the needs of students and their perspective on teaching.

a. Characteristics of Children

There are some expert illustrated the characteristics of children and children cognitive development. Scott as cited in (Fitrawati, 2013) states that children in pre-school or primary setting in generally learn by way of physical activities (learning by doing). This means that they learn through hands-on experiences and through manipulation of objects in the environment. Harmer in (Susanti et al., 2015) states that children's understanding

comes not from the explanation, but from what they see and hear, and crucially, have a chance to touch and interact with.

Concern to those theories, an EYL teacher has to pay attention to some of the elements like, first, has to avoid grammar explanation and rules stated in abstract terms, and has to repeat difficult words many times with the correct pronunciation as it is hard for young learners to adapt new languages and to become fluent on the new language. Moreover, language needs to be context-embedded. Language in abstract, isolated, unconnected sentences will be much less readily tolerated by children mind (Pertiwi et al., 2020). Another characteristic is that children to have all five senses stimulated, it means that the condition of learning have to strive to go well beyond the visual and auditory modes a Young Learners has to protect hands-on activities to go along toward helping children internalize the language.

b. Teaching English for Young Learners

One main reason for teaching English to Young Learners is the convenience of their age for language acquisition. The belief that “the sooner the better” and the beliefs that children learn more effectively and quickly is generally appreciated by many parents. Another reason is the popularity of English as the foreign language which also become the *lingua franca*, it means a common language used for communication between two people whose language is different. Thus, parents want their children to learn English as an important

part of their academic subjects, as they think that it will be beneficial for them in the future.

Teaching young learners is by no means the same as teaching adults. In teaching young language learners, Pinter in (Jazuly, 2018) points out a number of reasons why children can get benefit from learning a foreign language. It can build children ability in communicate as well as they learn to speak up communication abilities need to stimulate as early as possible.

In addition, children can also promote learning about other cultures and develop children's cognitive skills as well as developing children's metalinguistic awareness (Jazuly, 2018). Learn language means learn about the culture. It is promote their mental as they tolerate the difference on language.

According to Hamer as cited in (Jazuly, 2018) children are born with a natural appetite and interest for learning, and their desire to learn should be fueled when they begin school. Here teacher playing important roles to provide attractive learning. Different activities will support a statement. Teachers have to be creative in order to make a fun and interesting atmosphere in their class. Children especially have fun with movement and physical participation, and the more fun the students have the better they will remember the language learned. This is because they did not memorize by directly memorize it or learn in abstract way but they have to learn with the world surroundings.

c. Reasons for Young Learner to Study English

Although there are various points of view about the best time to begin English language instruction like the previous theories, parents are likely to teach their students or to bring their students to the English teacher in a young age. In many countries, is a compulsory subject in the early primary grades, in a recent surveys, it is showed that 55 countries in the world making English as compulsory subject and course by third grade (Listyariani et al., 2018). Even in the countries where families may choose the foreign language for their children to study, English is “overwhelmingly the first choice” (Pertiwi et al., 2020). The reason why parents choose English over the other language, according (Pertiwi et al., 2020) it is because they believe English skills provide their children with a better education and better employment opportunities, have led to an increase in the number of EYL programs there are two major reasons for an early start in English:

1. The value of English for education and employment, as today estimated one billion or more people speak some English about 400 million people have learned English as a first or native language and use on a regular basis. Almost the whole countries in the world uses English as their foreign language and in the term of economic use, At least 25 percent of the world’s population can communicate to some degree in English. It is truly a global language (Fitrawati, 2013) because of the importance of English as a “lingua franca” or link language (a common language used by people who speak different

languages) for business, media and communication, air and sea travel, and science and technology. New English-medium universities are being established in many countries to enable students and faculty to study the latest research and textbooks, which are often written in English. It is considering that English is also used in education as well as English is used for international language of education.

2. The benefits of early language learning, as there is critical period. it is prior to puberty in which children could acquire native-like proficiency in a foreign language (Jazuly, 2018). A recent review of research on the critical period stated by Marinova-Todd, Marshall & Snow as cited (Pertiwi et al., 2020) concluded that adolescent learners are more efficient language learners (they have already acquired their mother tongue) and that they can learn a second language “to a very high level and that introducing foreign languages to very young learners cannot be justified on grounds of biological readiness to learn languages”. This points out that language learning for early age is very effective and efficient with these optimal conditions in mind, then, there are a number of reasons for starting language learning early. These include:

1. The value of increased time,
2. The possibility of better pronunciation and fluency,
3. The possibility of greater global awareness and intercultural competence,

4. The value of bilingualism.

Thus, teaching English to young learners assumed to be more effective and reveal a better accomplishment on the language development itself by years a long with the growth of child.

2. Perception

According to Cambridge Dictionary (2020), perspective is related to the point of view of something. Perspective is about the image to know furthermore about something in one point of view. The experience of human sensing things around him affect their perspective as it coming through the stimulans he accepted. Perception is related to the giving of meaning, description, interpretation towards certain object done by human.

However, it is explained that every perception always preceeding with the process of sensing, here means that the process of the acceptance is based on the stimulans accepted by the one itself, then it goes through the nerve in the brain where the process of fisiology which caused an individu realizes to things he accept through his receptors (Sari, 2019)

The perception of human action depends on the multiple sources of information including sensory, motor, and affective processes (Susanti et al., 2015). Here perception cannot be separated with the human activity of thinking and learning, that human always has their own perception towards thing as it is his nature ability. Since human were able to sensing something and develop their cognition, the perception is also developing.

Based on theories above, it can be concluded that perception is the response of someone towards some objects with the help of the senses and the condition of the individu itself. Perception creates certain reaction and action along with the situation or treatment which is happened or done for themselves, it also will make different response of one to another.

a. The Process of Creation of Perception

Perception, according (Sari, 2019) is the result of action and reaction. To create a perception in an individu, there are pre-requirement condition :

1. The object of perception, object stimulates the senses. The stimulant from outside and inside catch by the sensor and it goes through the nerves which is receptors.
2. The Receptors, it is the tool to accept the stimulans. Along with sensory nerves, they bring information to the brain
3. Attention, the attention is the first step in catching the action through the receptors, without paying attention, there will be no perception.

Based on the explanation above, it can be concluded that the receptions is not consist of only one sense of feeling but also the other. The perception itself has three factors, the first is the absorbance of the action outside of an individu, defining the object or the stimulation through the understanding, and the evaluation of the individu on the object. Take for the example, there is a picture of an afternoon scenery of beach, the eye will react to the stimulation by sending the information to the brain, then the brain will define whether it is a good picture or

not after paying attention to the picture, then the perception will be created, the picture is good but maybe one individu has ever seen a much more beautiful picture, then the perception of the picture will be under his or her favorite picture. This is how the perception create in one life.

The perception in this research is adapted from the journal of Rana Yildirim and Yesim Dogan which discussed eight types of students perception on their teacher include teacher's personality trait, competence in English, Classroom management, method, technique, media, textbook and assessment and feedback.

b. Perception in Teaching

In teaching process, the perception is built between the teacher and the students itself, as perception is about human capability, in teaching process, the perception only appear to the subject and object of the learning itself. The perception on learning can be varied as follow :

1. Perception of Learning

Perception in learning is very depends on the teacher who has play an important role to conduct the class, whether it is inside or outside the class. The informal contacts with the students in the field of education or outside will give the teacher valuable information about the students' character and personalities and so do the students. Here, teacher play the most important role as teacher become the subject in learning process (Chhapra et al., 2018) teachers however play a more professional role in the learning process, design of activities and materials as well as development of learners' potentials, a

process which is central in educational institutions and systems and many individual teachers at all levels of the instruction. Therefore, teachers should vary students' activities in teaching and learning process to motivate their students to learn and create interesting English language class. The learning process itself also related to the use of supporting media like textbook, Lewis and Hill as cited in (Nurul et al., 2017) says that every teacher should know that a textbook which is suitable to one situation, is often not appropriate for another every teacher should know that a textbook which is suitable to one situation, is often not appropriate for another. Thus the use of textbook is determining the result of the learning.

2. Perception in Teaching Strategy

The perception in approach is as important of the learning process itself, the strategy on learning determine the success of the learning process. (Centra et al., 2005) says that being proficient in English and applying appropriate strategies to teach can play an important role in the success of teaching. Similarly, Abiola as cited in (Nurul et al., 2018) claims that there was undeniable relationship between a teacher's strategy of teaching and students' attitude to the teaching and learning of English language. This implies that expected and appropriate teaching strategy determine the success of teaching and it also rise the good perception of students on the teacher itself. The strategy related to the style of linguistic and knowledge the teacher serves before the learning activities start. The perception in strategy has it purpose to see the response of someone towards some objects with the

help of the senses and the condition of the individual itself in product centered pedagogy which may consist of linguistic knowledge, vocabulary, background knowledge and etc.

3. Perception in Methodology of Teaching

Methods in teaching primary distinguished into active learning and cooperative learning, according to Paulson as cited in (Advances, 2012) active learning may be defined as anything that students do in a classroom other than merely passively listening to an instructor's lecture while cooperative learning is commonly defined as the use of student groups working together to maximize each other's learning. It seems plausible that students have different perception of instructors based solely on whether the class is conducted with a lecture or active learning method. Different method can bring the students valuable value of the teacher itself, students may feel they were more well organized with a lecture or active learning. Thus, the perception on method in teaching is very dependent, as cited in (Advances, 2012). Because active learning involves interaction with the instructor in a less formal manner, students may rate the instructor to more highly on interactive traits. In addition, there should be no difference in the perception of instructor attributes that simply cannot vary according to the method of instruction but it may lead to different result on students' value.

4. Perception on The Use of Language

English teachers should teach and interact with students in English. Richard and Farrel as cited in (Nurul et al, 2014) insist that many important

aspects of teachers' teaching, such as their ability to become a good language model for their students, to maintain the use of English in their class, to explain the contents and to instruct in English. The use of mother language is also important to correct the mistakes on students but it is important in gaining students' perception for teacher to be fluent in English.

5. Perception in The Use Media

Arsyad as cited in (Cahyanuari et al., 2018) affirms that the use of certain teaching strategy will influence the media needed, although there are still other aspects that need to be considered in choosing media such as the objective of study, the kind of task and response that students need to achieve after the teaching and learning process, teaching context, and students' characteristic. Media are used as tool in teaching that influence classroom's atmosphere, situation, and environment created by a teacher. Therefore the perception in the teacher can be taken based on the use of media held by the teacher.

6. Perception in Assignment

Barry and King as cited in (Cavanagh et al., 2014) proposed a three phase model of teaching in which teaching is explained as a cyclical process of planning, teaching and evaluation. The assessment here include the relation between the students, the teacher for the result of assessment. However, the forms of assessment and specific assessment tasks employed in schools are overwhelmingly decided by teachers. Thus, this can be stressing for the students as the assignment here used to measure the students' performance so

at the end of the learning and how they give the feedback after the material has been given. Here, perception of students in assessing creates important matter at the end.

7. Perception in Personality Trait of The Teacher

Parental guidance and teacher training both have indirectly influenced the performance of the student. Tournaki, N., Podell, D. as cited in (Chhapra et al., 2018) explained teacher positive personality towards aggressive students, means the teacher has an ability to change aggressive student into friendly student and he or she predict their future and class performance is positive. Teachers can bring a dynamic to alter in student career through his or her personality. Thus, the personality of the teacher here can bring several perceptions of the students toward their teacher.

8. Perception in Textbook

Cited from Tarigan in (Setiawati, 2015) stated, “Textbook is a learning media which is used in schools and colleges to support a teaching program.” According to (Reid & Kováčiková, 2017) textbook is a lesson book in specific field of study, which is a standard book written by the experts in that field according to the instructional purpose, completed by suitable teaching media which is easy to be understand by the users in schools or college.

Conversely, inappropriate textbook layout and features may have detrimental effects on student learning and interest, and may render this resource ineffective (Hoshangabadwala, 2015). A textbook becomes a consolidated educational resource across-the-board, and as such, the same

features and others can become essential pedagogical tools for the teachers, that is why the use of textbook is important for the teacher's tool which will bring the impact on the students itself. Studies that measure student perception, based on Guadagno and Beck as cited in (Hoshangabadwala, 2015) shows that amongst the textbook features, significantly related to student reading were figures, tables, research examples, and pedagogical aidsoffer helpful insights in measuring perceptions of textbook layout and learnability It can be concluded that the perception on textbook is essential for students in their learning process.

c. Perception as Elements of EFL Education

It is a fairly common refrain in existing literature that there is a relative shortage which related into the perceptions of teachers as to personal and methodological effectiveness Brandl in (Habeeb, 2013) particularly in the field of EFL there is a substantial amount of research regarding teacher performance, objective measures of competencies, and alternative teaching methodologies. The questions of students subjective perceptions seem to be undervalued in considering factors that impact their motivation on learning as there is a gap between the two different angles on training and methodology.

Learning foreign language at an early age, EFL curriculum, challenges, beliefs about self-efficacy, beliefs regarding the value or effectiveness of defined training and teaching methodologies, measures of self-esteem, personal judgments of competence or language ability, and experience with stress in teaching and

training environments (Habeb, 2013). The concern suggested by the existing literature will be the questions of what general effect there is of the students' perception on those students' behavior and their training or learning process. More specific questions will be the effect of the fun learning they received, their motivation, the role of the teachers themselves, the relationship among teachers perceptions, students, and institutional policies, and the potential impact of perceptions on training methodology.

While there is some overlap among these categories, they can roughly be divided into those that speak to evident students needs and those that indicate necessary or persistent challenges that must be overcome by teachers themselves.

3. Teacher

A teacher has been defined differently by many expert but many beliefs that teacher defines as a person who teaches or facilitates the learning process. It is widely believed that a person who has been registered by the commissioner for education and being awarded a teaching liscence will be regarded as a teacher. Based on (Susanti et al., 2015) cited in Teaching English to Young Learners' book, a teacher is the only person who is capable of imparting knowledge and shaping the youths to the wider scope of knowledge. Teachers are capable of living and moulding the youths such that their power is paramount as they determine the fate of the society. Both teachers and parents live with the children for a long time and hence they are capable of imparting knowledge, skills and values that cannot be easily challenged by the society.

Teacher is a special career as it gives rise to other professions. All other professions originate from the teaching profession as one cannot be acquired knowledge and specific field skills without a teacher. It is also widely believed that a teacher is responsible for the provisions of knowledge and skills in the society. They are also responsible for nurturing human beings with different manners and attitudes so they can live in the society.

Teachers also able to create the curriculum to provide appropriate knowledge to the target learners Salaam as cited in (Sari, 2019) a teacher in the term of curriculum were providing the generalization of the education in a nation to evaluate the global quality of education in the nation itself. They were also have to be able to interprets education philosophy and policy into real life. Therefore, here the teacher plays the most important role as if they misinterpret the policy and the philosophy of education the output of the education will not be realized.

According to (Advances, 2012) a teacher has a skill that other people do not have. It is only the teacher who can justify as to why she or he has taught this and not that, why children should be here and not there and why certain pupil has understand while the others not. It is stated that here the teacher can determine and decide in which pathway will be the best way to a children or students to step on their learning process. A teacher here has to know what the special need of his or her students is to make sure that the output of the learning will reach the objectives of the subject.

a. Apprentice Teacher

The apprenticeship in the level of university the effects of professional development on teaching of English will be analyzed. In this context, the process of pre-service and in-service training programs is regarded as vital components of teachers' professional developments (Er et al., 2012). However, in Indonesia, the apprenticeship belongs to the KKNI curriculum of teacher training and education faculty students. Since the degree of professionals development programs' contribution to professional preparation is a in tough question to answer and offering a tailor made solution fulfilling the needs of all teachers teaching at all levels is not reasonable, the proposed programs are expected to fit both the specific needs of the institutions and individual teachers.

For English as a Foreign Language (EFL), effective teacher can broadly be interpreted as the one who directs the students to the comprehension in English (Er et al., 2012), teachers have to require eight roles as cited in (Er et al., 2012), they are planner, informer, manager, monitor, involver, parent/friend, diagnostician, and resource. Therefore, the apprenticeship in the universities is needed to carry out good qualities of teachers.

However, apprentice teacher defined and classified by Head and Taylor as cited in (Er et al., 2012), they are :

1. Compulsary
2. Competency-based
3. Short term

4. One-off
5. Temporary
6. External Agenda
7. Skill/Technique and knowledge based
8. Compulsory for entry to the profession
9. Top-down
10. Product/certificate weighted
11. Means you can get a job
12. Done with experts

It can be conclude that there is different between the teacher and apprentice teacher. As apprentice teacher considered teaching in a short term, temporary and compulsory for entry to the next level of education.

Apprentice teacher however is opted to be those who are trying to improve themselves in learning as cited from Aebersold in (Er et al., 2012) as they chased the value in their program and they are depends on the experts that test them out.

However, apprentice teachers in apprenticeship are wished to be able to explore themselves and improve what they have learnt in English learning. Therefore, they are practicing the theories they had in the lecturing process and implement it in apprentice program.

b. International Apprenticeship Program Organized by Pancasakti University

Became an apprentice English teacher in Ban Thamapraw, Thailand had gave a true experiment for apprentice that basically, young learner of first grade up to third grade had less motivation in learning, which meant they only want to play along the time. As an apprentice, the biggeest challenge was teaching first grade students, the challenges were how to make young learner pay attention on the teacher and focus to the learning process, it needed effort in classroom management, for instance the teacher should speak clearly and loudly to get their attention, beside the influenced technique in the class for example, used song in the mid of their learning process. In weekend it was a time for them watching English video/movie mostly from YouTube to be their learning source.

The other challenges was definitely the language, since the apprentice teacher was not a native people, it was the diffuculty had faced. In Ban Thamapraw, the apprentice always was accompanying with their English teacher which the native people. The English teacher here was the helper for apprentice in case the apprentice had trouble in using native language. The English teacher also helped the apprentice by giving the suggestion of method and technique could be used in learning process.

Ban Thamapraw School became the first time of elementary school joined the Teaching Programm on Private Special Zone Association of Songkhla Thailand. Teaching program was held by cooperatively between Thailand and

Indonesia, Pancasakti University of Tegal was one of the university included in the program which had sent their pra-graduate students to be apprentice in Krabi, Thailand. One of them was placed in elementary school of Ban Thamapraw School .

c. Qualities of A Good Teacher

Teachers should be good models in the teaching and learning process. It is important to adhere to the following principles; reflection on the learning process, patience, justice, feelings, understanding, the learning environment, understanding learning differences, relationship, problem solving and mastery of the subject, discipline, interaction and motivation. Qualities of a good teacher are universal. Every teacher is expected to have such qualities in order for him or her to be regarded as a true teacher (Gervas Zombwe, 2014). Throughout the world, a successful teacher is expected to have qualities stipulated in the following chapters as stated Donna cited in (Gervas Zombwe, 2014):

1. Should be knowledgeable in terms of what he or she teaching, the teacher who is knowledgeable will be able to teach confidently. The teacher who is well qualified and knowledgeable does well in the learning and teaching process as opposed to who does not know his or her subject matter.
2. Should know the teaching methodologies as well as education psychology, a teacheris also expected to have skills that will enable him or her to administer the teaching and learning process without any problem. Also

the teacher is expected to promote and nurture different potentials among pupils.

3. Should have a sense of humour and love his or her pupils, if you have a sense of humor your class will be peaceful and there will be no unnecessary conflicts.
4. To have a positive attitudes, having a positive attitude will enable the teacher to overcome all the problems that occur in the course of teaching.
5. To have a high expectations, a teacher should prepare his or her pupils so they have a high expectation in relation to their academic achievement.
6. Love of justice and democracy, a stable teacher is consistent, teacher who loves justice treats all the students fairly.
7. Should be a role model, the teacher should have a hardworking spirit, should be diligent, honest and should have a good manner so that pupils can be able to emulate.
8. Flexible and like to learn more

Having know knowledge of education matters, is one thing but how to transmit skills to the learners is another thing. Most of the pupils do misconceive between knowledge and ability to teach. The correlations between knowledge and ability is not always direct (Gervas Zombwe, 2014). It is a fallacy to claim that every knowledgeable person can teach.

d. Teachers' Need

Relating to the needs of the teacher, it means fulfilling the needs that would acquire them to be qualified teacher. Good teachers are important for quality teachers. Evidence shows that most of the pupils who perform well in their examinations do not have interest in the teaching profession (Gervas Zombwe, 2014). This is because the teaching process is not attractive. Therefore, it is important to fulfill the needs of the teachers which consists by these aspects as follows :

1. Salaries and other benefits, it is imperative for the teachers to be paid salaries that will enable them to earn a life. As teacher is a profession, they needs money for paying life needs, food, rent and fare, medical cover, etc.
2. Security and Good living environment, teacher also need good housing and safe environment so that they can perform well.
3. Leadership and administration of education institutions, bad leadership contributes much of the problems that teacher face in educational institutions. Dictatorship makes the teacher quit the job and feeling stressed.
4. Training and Professional development for teachers, it is important for the teacher to keep learning, so as to enable them to increase efficiency in teaching. Teachers are expected to update their knowledge on particular subject matter so as to cope with changes. Again, teachers should be acquainted with, trained and being oriented to the new changes.

5. Participation of teachers in decision making, teacher become so much encouraged when they are engaged in the decision making, for the example in determining the curriculum and the syllabus, because they know more about education so they are expert on those things.
6. The society to value and cooperate with teachers, the society can motivate teacher by cooperating with them as well as valuing them. This will facilitate the increase of efficiency among teachers. Teachers are very important in the society as we have seen above. The society especially the parents should cooperate with the teachers so that children can be effectively taken care of at both school and home.

Generally speaking, “teacher needs” refers to the conditions that can be created by the policy environment, by administrative structures, or by teacher training, in order to foster better outcomes or a more favorable classroom experience for the individual instructor (Gervas Zombwe, 2014).

e. Duties and responsibilities of a teacher

Teacher with good qualities also teacher who has a key role to play while at school or at home (Jazuly, 2018). The following are some duties and responsibilities of a teacher :

1. To give knowledge and utilize potentials, a teacher has a responsibility to offer knowledge according to the level of learners. In that matter, presentation of the material and identification of the pupils’ potential are the vital role of teaching process.

2. To facilitate the teaching and learning process, the teacher is supposed to prepare, plan, and facilitate the teaching and learning process. If a teacher is well prepared, the teacher can also teach effectively and efficiently.
3. Keeping class records, a teacher should check the pupil's attendance, to keep pupils' progress report and to make any other relevant follow-ups regarding the teacher's pupils.
4. To maintain and build discipline, teacher need to use different approaches, it will be possible to maintain discipline in the class. The teacher duties also may use to maintain discipline in the class is to have class regulations.
5. Creative and researcher, a teacher is a researcher by conducting the research itself on his or her pupils. They are identify the potentials and their relevance to the society.
6. The role model, teacher should be a good example in his or her own job, having a good behavior as well as hardworking spirit.
7. Facilitator, teacher is not only the source of knowledge but rather a facilitator in the learning process.
8. Evaluator, teacher is the evaluator on the pupils, curriculum evaluator, curriculum designer.
9. Solicitor the knowledge, the responsibility of the teacher as a solicitor of information has essentially remained the same. They solicit the relevant material to be used by learners.

10. Counselor and mentor, teacher also consulted to solve different problems in the society.

Teacher may involve input that distinctly contributes to positive attitudes and perceptions on the part of the teacher, in turn making for higher levels of competency and commitment. Educational research continually reminds us that the most important factor in any child's education is the teacher. Effective EYL programs have well-trained teachers with adequate proficiency in English to help their children learn English (Gervas Zombwe, 2014). Effective EYL teachers have appropriate training in teaching young learners, in teaching English, and in teaching through English (Jazuly, 2018).

Teachers who share their young learners' language and culture will understand the ways that children learn in that country and will also be able to make connections between what is learned in the EYL class and what is learned in the children's other classes (Pertiwi et al., 2020). Relating to the apprentice teacher, it deals with an undergraduate students who have to practice what they achieve in the university to be implemented in the school. This sometimes hard as they lack of experience but they have to teach young learners who is considered needed various methods of learning and activities (Pertiwi et al., 2020).

A major challenge then appeared as Thailand need the adequate and qualified teacher to teach their young learners English in a moderate and fun way, the apprentice teacher then being imported by the other nations to support the goal of the communication of English among young learners, it is also their program to

exchange the knowledge in developing the learners' language. According to (Sucuo, 2017) the growing number of EYL programs in the world makes major challenge to find enough teachers or teacher training programs to prepare these teachers. Therefore, the government then appointed neighbouring country like Indonesia to exchange their apprentice teacher to Thailand and teach their young learners for about five months. This program calls Private School at Special Zone Association of Songkhla Thailand. The apprentice teachers coming from Indonesia who have to fulfill the subject field study practice or PPL in their university. They were sent to various elementary schools. Here the researcher placed in Ban Thamapraw School, an elementary school located in Kruk, Krabi, Thailand. The researcher taught young learners for 4 months and conducting the research to see the young learners' perception when they were taught by their English Teacher and by the apprentice teacher.

Most EYL programs are fortunate in having nonnative English-speaking teachers (NNESTs) who share the cultural backgrounds and educational expectations of their students and understand the contexts in which English is used in their communities and countries (Pertiwi et al, 2020). Teachers who share their young learners' language and culture will understand the ways that children learn in that country and will also be able to make connections between what is learned in the EYL class and what is learned in the children's other classes (Pertiwi et al., 2020).

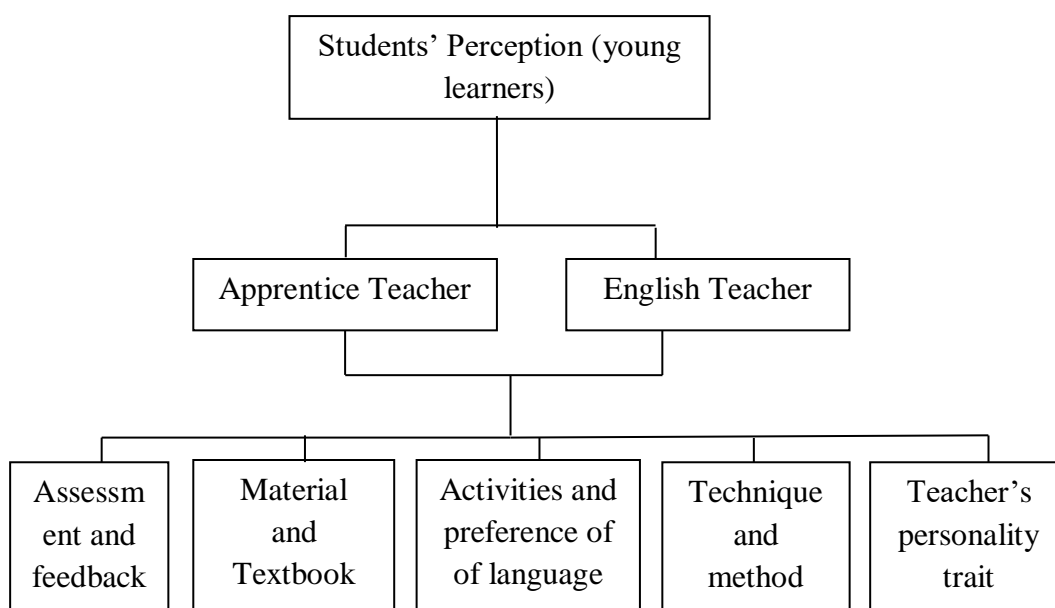
Native English-speaking teachers (NESTs) who can complement the teaching of the NNESTs through their access to more English resources, a wider

English vocabulary, and greater comfort in using the language in a range of contexts (Pertiwi et al., 2020).

C. Theoretical Framework

Based on the theories mentioned above, the theoretical framework of this research can be described below :

Figure 2.1 The theoretical framework



According Berman as cited in (Fitrawati, 2013) young learners are learn in different way, according, children has their own preferred style. The teaching strategies, methodology, material, textbook are important in teaching young learners (Jazuly, 2018). However, young learners are very dependent, they are depend on their teacher, therefore the students' perception on their teacher is important (Chhapra et al., 2018). Many of students facing problem in learning

foreign language, here the role of the teacher determine the success of learning process

The students' perception towards their English teacher and apprentice teacher is necessary to conduct a review and feedback of the learning process. Perception is needed to carry out the students' point of view on their teacher based on the personal trait, methodology used, activities in class, material, textbook, preference in teaching, the use of language and the assessment to conduct an overall understanding on teaching young learners.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents approach and design of the research, subject of the research, role of the researcher, type of data, data collecting technique, the instrument of research, procedures of analyzing data, and the technique of reporting data.

A. Approach and Design of the Research

This research used descriptive qualitative analysis. (Marhamah, 2014) Descriptive qualitative are collecting the data, classifying the data, analyzing the data, interpreting the data, and finally drawing a conclusion. In this research, proceeds were certainly based on the literature review, concepts, as well as theoretical assumption in that meaning, and the process was crucial in collecting, classifying, analyzing, interpreting the data, and drawing a conclusion. Descriptive research approach which will be used in this research project is to see the perception of the students (young learners) after being taught by the apprentice teacher and their English teacher, then to compare their perception on their English teacher to apprentice teacher. This study was conducted in Ban Thamapraw School, Thailand. Denzin and Lincoln in (Susanti et al., 2015) gave their definition about qualitative research. They claim that qualitative research focuses on the methodological nature. Following the Moelong's statement, a

research is set as qualitative if there is a ‘focused study’. A focused study consists of explanation about what dimension that has the center attention. In this research, the researcher focus on students’ perceptions towards their English teacher and apprentice teacher in Ban Thamapraw School, Thailand.

B. The subject of the Research

The subject of this study is English Young Learners (student) who were selected in the school where the researcher became the apprentice teacher there. The subject was the third grade of Ban Thamapraw School who was considered children under 10 years old. The focus of the study is on analyzing the perception of the students towards chosen from six classes of the school. There were 17 students of third grade elementary students who had been taught by the English teacher and the apprentice teacher for 4 months. The class used as experimental class to test the validity and reliability of the questionnaires. After being test, the questions on the questionnaire then spread to the students.

C. Role of the Researcher

According to (Marhamah, 2014) qualitative research is very “researcher-dependent”, the main instrument of the research is the questionnaire to see the perceptions of the students, adapted by Rana Yildirim and Yesim Dogan. The role of the researcher was as a collector, observer, analyst, and the reporter. First, the researcher is an observer who observed the students’ condition which is related to their perception on their English teacher and apprentice. Then, the researcher

becomes a data collector for collecting the research data from the school in the form of a questionnaire and also open questions data which adapted from (Yildirim & Doğan, 2010). After that, the researcher becomes an analyst and analyzed the data based on the questionnaire and open-ended questions data session. The last, the researcher as a reporter who is reported the research results.

D. Type of Data

The method used in this study is a qualitative method using questionnaire. The data was obtained through observation and .questionnaire. The data which was used in this research was the result of the questionnaire. There were 22 questions in the questionnaire for close-ended questions and five questions for open-ended questions which were analyzed by the researcher. The data which be used in this research is the students' writing assignment. The data was collected from third graders students of Ban Thamapraw elementary school.

E. Data Collecting Technique

Questionnaire is the list of question used to find the information which is stated by respondents (Sari, 2019). In this research, the researcher used the questionnaire in collecting the data. There are three steps in collecting the data. They are as follows:

1. Firstly, the researcher observe the students of Ban Thamapraw elementary School then the researcher choose the third grade of Ban Thamapraw elementary school.

2. Secondly, the researcher arranged the questions which consist of twenty two close-ended questions with the value under:

- a. **SA** = strongly agree
- b. **A** = agree
- c. **U** = unsure
- d. **D** = disagree
- e. **SD** = strongly disagree

For each item and then their choices are then equated with numerical value, where **SA** is weighted 5 points, **A** is weighted 4 points, **U** is weighted 3 points, **D** is weighted 2 points, and **SD** is weighted 1 point. Finally, the researcher also creates one open-ended questions to see the students perception on their English teacher and to gather opinion on English and their English teacher.

3. Thirdly, the researcher used purposive sampling. Purposive sampling as stated by Hadi as cited in (Susanti et al., 2015) is taken because of goal that needs to find. The researcher then chose the third grade students of Ban Thamapraw Elementary School as they are the most attractive and passionate class with a well critical mind. The researcher firstly tested the questionnaire through its validity and reliability using SPSS program version 22 to be calculated into a mean score and the result will be interpreted on a table. The table indicated the result of the questionnaire answered by the students.
4. Then, the researcher spreaded the questionnaire to 17 students of Ban Thamapraw School and guide them along with the English Teacher whether they find difficulties in understanding the questions.

5. Finally, the researcher made coding which is based on the value of each question. Each questions then tabulated in a form of table to see the total score of English and apprentice Teacher.

The result of the procedures of analysis then reported in a form of table based on the codes the researcher made.

F. Instrument of Research

The instrument in this research were the questionnaire which contains open ended and close ended questions.

1. Questionnaire

The first instrument is the questionnaire adapted by Yildirim and Dogan to obtain qualitative research, the researcher here conducts two kinds of questions. The open-ended questions are used to gather students' perception and opinion on their English and Apprentice teacher, open-ended questions are selected as a research approach in this study because it is a suitable method to elicit the students' answer based on their perception on scale from Strongly Agree (SU), Agree (A), Unsure (U), Disagree (D) and Strongly Disagree (SD). This study will be using a qualitative method uses observing human, situation and activities. The data will be obtained through a questionnaire. Observation is related to the process of studying peoples' behavior and content of the behavior occurred in them, Sugiyono as cited in (Sari, 2019). The researcher came to the classroom and saw all the activities that occurred during teaching learning process. In order to obtain the data, observation will be done along the teaching learning proces. Researcher observes what kind of activity that people actually do. The Open-

Ended Question forms are purposively distributed to the student participants who are third grade students. The data which is used in this research is the students' perception. There are twenty two questions in a form of rating value :

1. **SA** = strongly agree
2. **A** = agree
3. **U** = unsure
4. **D** = disagree
5. **SD** = strongly disagree

For each item and then their choices are then equated with numerical value, where **SA** is weighted 5 points, "**A**" is weighted 4 points, "**U**" is weighted 3 points, "**D**" is weighted 2 points, and "**SD**" is weighted 1 point. In order to see the students' perception on their teacher, the researcher add a question in a form of short essay. The questionnaire was spreaded after it has been tested by its reliability and validity.

2. Validity and Reliability of Instruments

To construct the validity and reliability test, the questionnaire which is adapted from Dogan and Yildirim was calculated according to Pearson Product Moment Correlations formula by the SPSS program before being distributed. The result of the validity reveals 22 questions from 31 questions for the variable of students' perception of English teacher and apprentice teacher. The result of the validity test reveals there are 7 questions from 22 questions of the perception of students' in the style and methodology the English teacher uses in the learning process. Fifteen questions from 22 questions focus on the students' perception

towards the learning process, the media, strategy, activities and evaluation during learning English.

The questionnaire item that significantly correlated with the total score indicates that the items are valid. The instrument is valid if the significance value scored smaller than 0.05, then the instrument, and if the value of r_{xy} scored greater than r table product moment. Furthermore, the internal reliability of the items of questionnaire is also calculated using Cronbach's Alpha formula by SPSS program. The questionnaire items are declared reliable if the value of Cronbach's Alpha scored greater than 0.600.

G. Analysis Procedures

In order to obtain the data, observation is done along the teaching learning proces. Researcher observes what kind of activity that people actually do. The Open-Ended Question forms are purposively distributed to the student participants who are third grade students. The data which is used in this research is the students' perception. There are twenty two questions of close-ended questions in a form of rating value :

1. **SA** = strongly agree
2. **A** = agree
3. **U** = unsure
4. **D** = disagree
5. **SD** = strongly disagree

For each item and then their choices are then equated with numerical value, where **SA** is weighted 5 points, **“A”** is weighted 4 points, **“U”** is weighted 3 points, **“D”** is weighted 2 points, and **“SD”** is weighted 1 point. The researcher then tabulated the result of the questionnaire in tables and chart to give clear explanation and result while in order to see the students' perception on their teacher, the researcher will add a question in a form of short essay.

H. The Technique of Reporting Data

In this research, the researcher compiled the data into the table. The presentation of data was aimed to facilitate the tabulation of data and reader to understand the data. The researcher also conducts the validity and reliability test after conducting the tryout to the objects of research. Thus, the result of the tests can determine the questions to be asked to students which then was measured to see the students' perception on English learning taught by English and Apprentice teacher.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSIONS

This chapter presents research results and discussions. Result section presents what the researcher found and discussion explains the meaning of the results and how they related to.

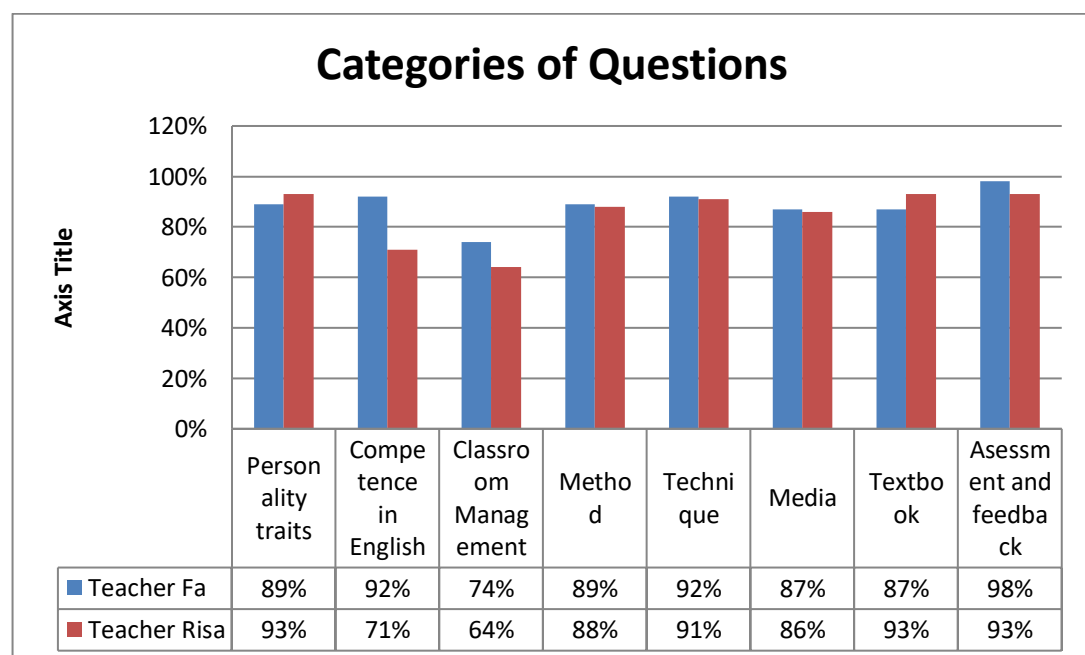
A. Research Results

From the data collection the students' perception towards their English and Apprentice teacher was analyzed. The result of the students answers is encoded in a table where it is classified based on what has explained in the previous chapter and embedded in the appendix.

The analysis takes the third grade students to answer the questionnaire based on some questions related to their teacher, the questions are divided into open-ended and close-ended questions. The close-ended questions consist of 22 questions which divided into the personal trait of the teacher, competence in English used by the teacher, the classroom management, the media used in learning process, the textbook used when learning, and the activity after learning. The researcher used tables to make it easier to analyze and encode the questions. The questionnaire was distributed to 17 students of third grade students of Ban Thamapraw Elementary School in academic year 2019/2020.

To get the data related to the student's perception towards the English teacher and apprentice teacher, the researcher came to the class in Ban Thamapraw Elementary School to conduct the classroom observation at first. The researcher conducted the purposive sampling and choose the third grade as the class considered active and responsive to the teacher. The questionnaire were distributed to the participants in order to get the needed data. The questionnaire of a 22-item based on the eight categories of students perception with the percentage of the questions toward English teacher and Apprentice teacher can be described in a diagram below in :

Chart 4.1 The Categories of Questions on English teacher and Apprentice teacher



Adapted from Rana Yildirim and Yesim Dogan (2010)

It can be concluded that the result of students' perception on both teacher based the questionnaire are not significantly different, only two categories which get a bit significant differences, they are *Competence in English* category and

Classroom management category. The differences in category of Competence in English is 21% and the difference on Classroom management is 10%.

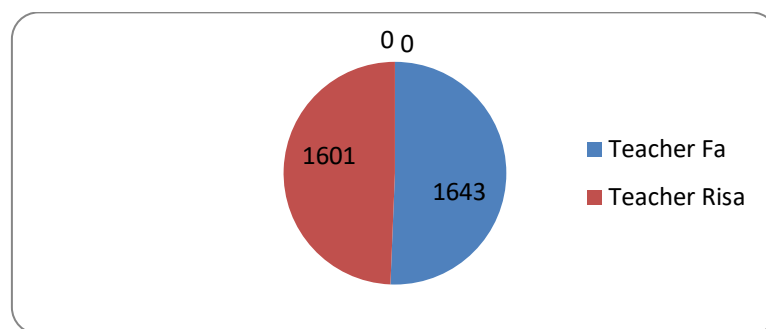
For each item their choices are then equated with numerical value, where “SA” is weighted 5 points, “A” is weighted 4 points, “U” is weighted 3 points, “D” is weighted 2 points, and “SD” is weighted 1 point. In order to see the students’ perception on their teacher, the researcher adds questions in a form of short essay. The tabulation of total score for each students after the questionnaire has been collected can be seen in the table below :

Table 4.1 The Distribution of Total Score of Questionnaire

No	Name of Students	Teacher Fa	Percentage of Total Score of the Questionnaire	Teacher Risa	Percentage Total Score of the Questionnaire
1.	RS	93	84,5%	87	79%
2.	SK	99	90%	103	93%
3.	WS	89	80%	98	89%
4.	NA	98	89%	100	90%
5.	PL	97	88%	94	85%
6.	RK	99	90%	91	82%
7.	NB	107	97%	98	89%
8.	NS	108	98%	105	95%
9.	PJ	102	92%	95	86%
10.	HT	91	82%	98	89%
11.	PJ	95	86%	92	83%
12.	NP	80	72%	94	85%
13.	TW	102	92%	102	93%
14.	NS	97	88%	96	87%
15.	TJ	92	84%	89	81%
16.	PS	96	87%	67	61%
17.	TT	98	89%	92	84%
Total.		1643		1601	

Based on the table, it can be seen that the students perception towards Teacher Fa is higher than Teacher Risa, the diagram can be seen below ;

Chart 4.2 The Total Score of Students' Perception



Based on the diagram above, it can be seen that the result for the apprentice and English teacher are likely the same. The apprentice teacher shows a small significant result on the score of the questionnaire. However, this result is not indicating the overall result, there are some points in which the apprentice teacher scores higher than the English teacher and the opposite of it. Therefore, the researcher would like to give the result based on each item of the close-ended questionnaire.

B. Discussions

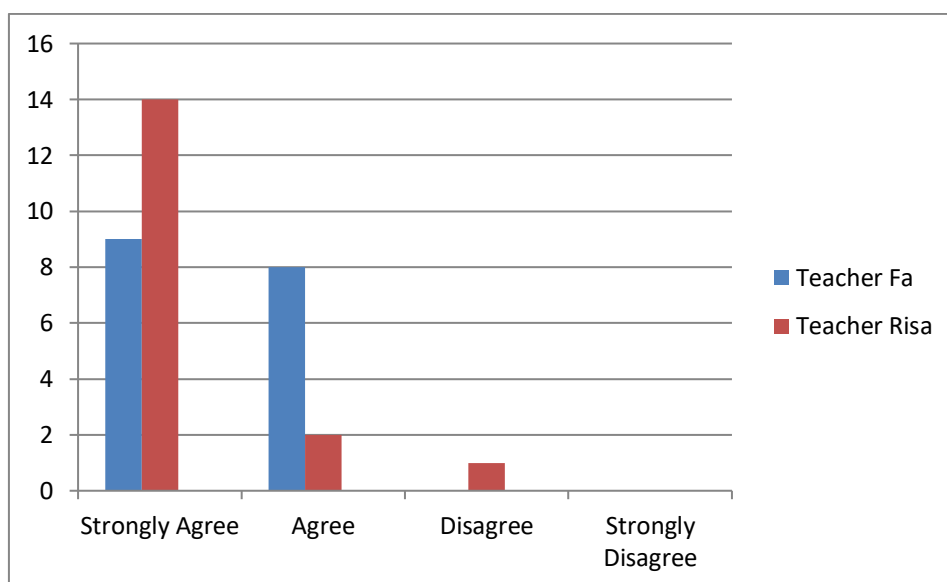
1. The Students' Perception Towards English Teacher and Apprentice Teacher

The students' perception towards their English teacher which is Teacher Fa here shows the result for the total score is 1643 from the answer of 17 students of Ban Thamapraw Elementary School. The first stage of questions being asked in the questionnaire is the teacher personal trait towards their students, it showed the

result that between three aspects of behavior which is *Being Patient, Always Smiling and Friendly*.

The first questions of the questionnaire is “*My English teacher is being patient*”, this question belongs to the teacher’s personality trait and applicable for both apprentice and English teacher, the result can be seen in the chart below:

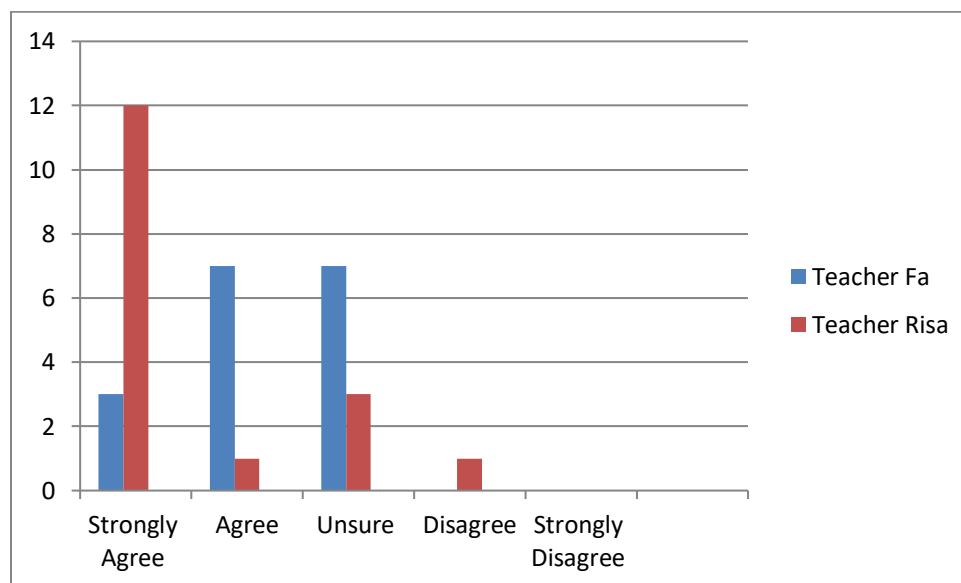
Chart 4.3.1 The Distribution score of item 1 on Teacher’s Personality Trait



However, the result shows that the apprentice teacher got higher scorer than the English teacher. Based on (Er et al., 2012) said that the apprentice teacher opted to improve themselves in learning activities. This may imply on the work of the apprentice teacher to attract the student’s first impression. However, the implication of teacher personality trait who is being patient is important to teach young learners as they may be depend on their teacher a lot.

The second item of the close ended questions is related to the personality trait, it is “*My English teacher is always smiling*”, the result is :

Chart 4.3.2 The Distribution score of item 2 on Teacher’s Personality Trait

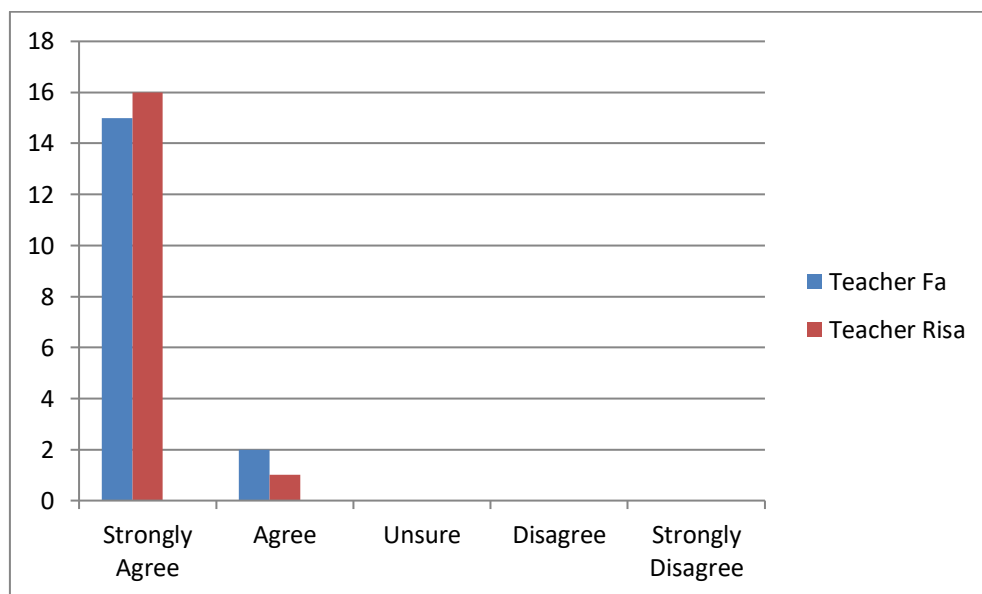


The result on teacher’s personal trait that the teacher always smiling shows that teacher Risa is considered perceived to be always smiling to the students with the percentage 88%. The most important factor in any child’s education is the teacher, therefore the teacher personality trait that the teacher is always smiling left impression on the young learners as Effective EYL teachers have appropriate training in teaching young learners, in teaching English, and in teaching through English (Jazuly, 2018).

The score for apprentice teacher shows a significant difference between the English teacher and the apprentice teacher. Thus the students feel that their new teacher in their school considers nice, so that they will not afraid to try to interact with her and the learning process will run well.

The third item which is “*My English teacher is friendly*” also belongs to the teacher personality trait, the result is :

Chart 4.3.3 The Distribution score of item 3 on Personality Trait



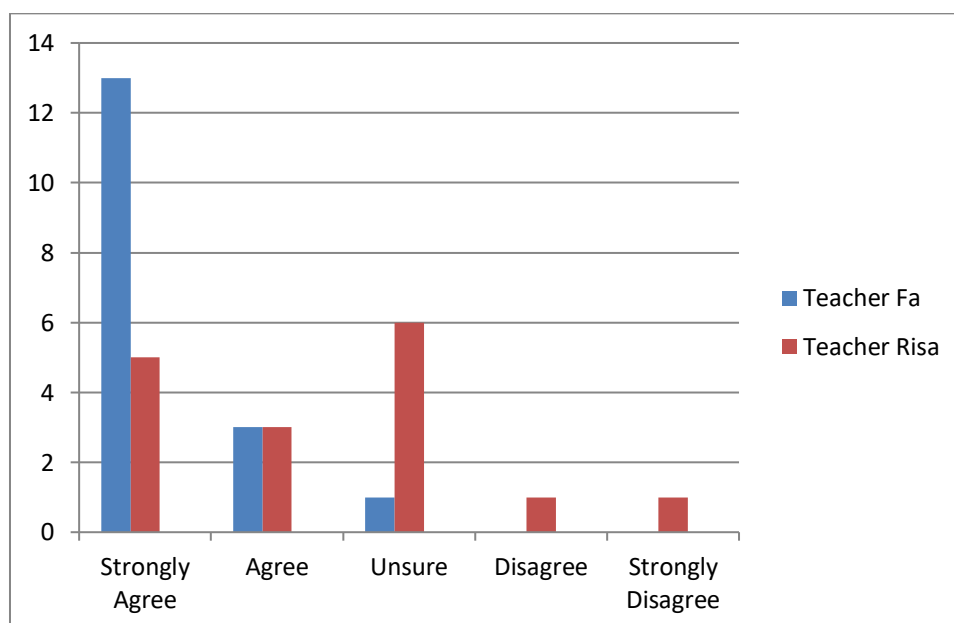
The personality trait for item “*my teacher is friendly*” for both teachers are almost “very friendly” for the students. The students agreed that both of the teachers are friendly for them with the different value only one.

As cited from Rohandi in (Gervas Zombwe, 2014) that teacher have to be the role model, so that teacher’s personality trait in the term friendly is important to build the relation with their students as well as to be the example for their students.

The result shows that teacher Risa scored one percent higher than teacher Fa, but both of them were perceived to be very agreed in the term of friendly.

The fourth item which talks about the competence in English “*During learning English, my teacher translates English into Thailand language*” has it result :

Chart 4.3.4 The Distribution Score of Item 4 on Competence on English



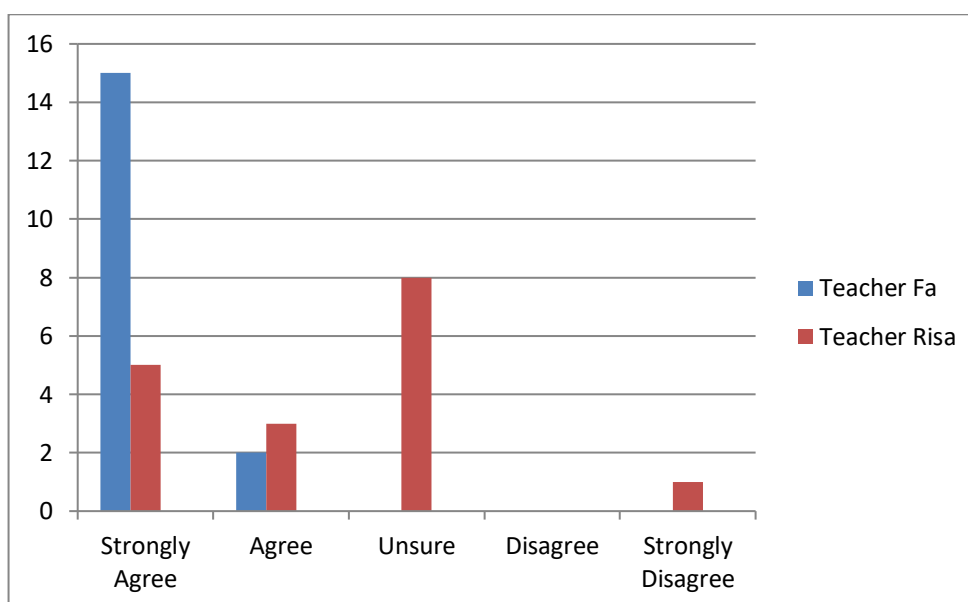
Because the Apprentice teacher is non-native Thai language, the result shows that Teacher Fa got higher score than Teacher Risa. It is make sense as teacher Risa here is the apprentice teacher and is not a thai native speaker.

However, based on (Pertiwi et al., 2020) Teachers who share their young learners’ language and culture will understand the ways that children learn in that country and will also be able to make connections between what is learned in the EYL class and what is learned in the children’s other classes.

Therefore, the competence in English of the teacher is very important to build and bridging the L1 into L2 or target language, it is important for the teacher to have the competency in English.

The fifth item is “*During teaching, my teacher always speaks clearly*” belongs to the classroom management result is:

Chart 4.3.5 The Distribution Score of Item 5 on Classroom Management



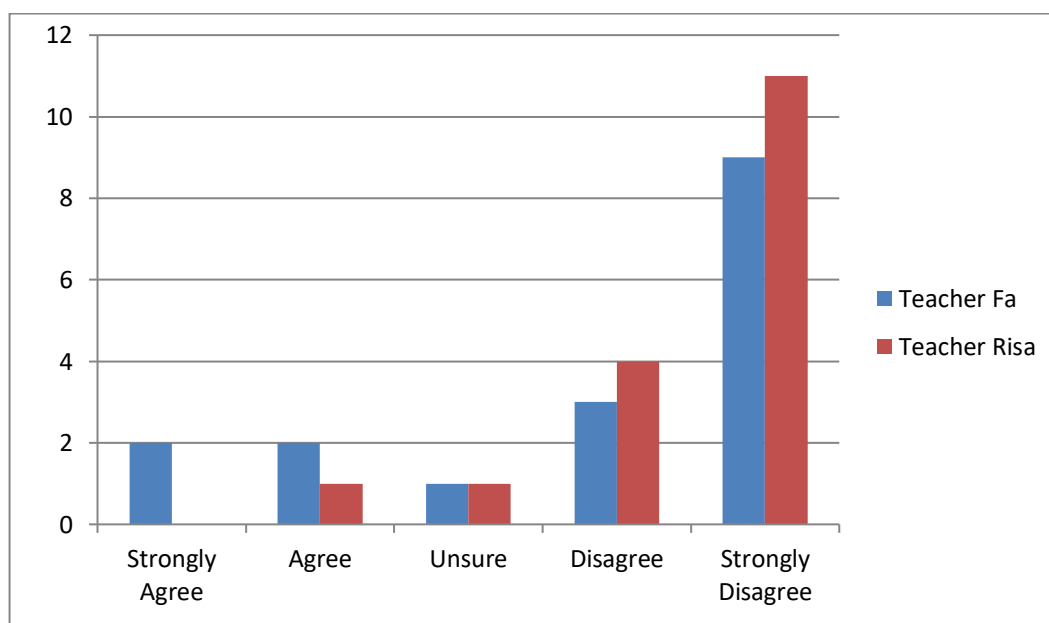
The result shows The result shows a significant different on the questions as speaks clearly here refers to the explanation using the students’ mother language and how the teacher transferred into English. In this item, the apprentice teachers’ has a low score.

According to (Advances, 2012), the teacher is the person who justify the students on the process of learning, whether a classroom is in a mess or in a quite situation depends on the clarity of the teacher itself, so that it is related to the

classroom management. Once the clarity in what teacher speaking about is reached, then the students will be manageable and the learning process will be conducive. Therefore, classroom management on teacher will lead to the succeed result of learning.

The next item is, the question “*During teaching English, my teacher always comes and finishes on time*” which belongs to teacher’s personal trait, the result shows :

Chart 4.3.6 The Distribution Score of item 6 on Classroom Management

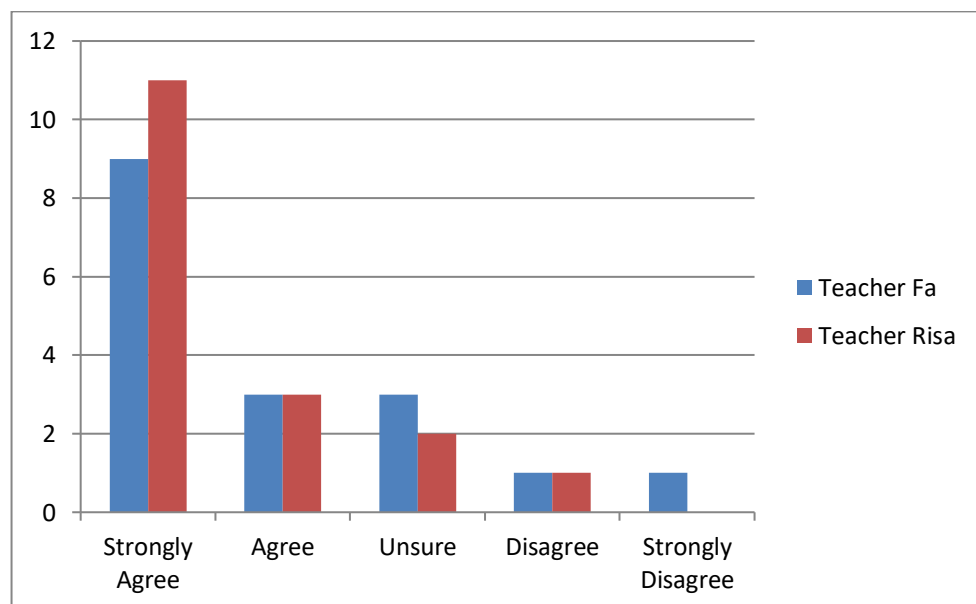


Both teachers commit low perception on the classroom management, the result shows both teachers did not come and finishes on time with teacher Risa got lesser score and indicates that her discipline is questionable.

Teachers can bring a dynamic to alter in student career through his or her personality as cited in Tournaki, N., Podell, D. as cited in (Chhapra et al., 2018). This is why the classroom management also important to see how far a teacher can handle their students. Here, classroom management cannot be separated from the teacher's attitude towards their student, whether they are going to be the guide and the facilitator of the teacher is important, it is to change the aggressive students especially young learners to be friendly students and the polite one, this involve the students' motivation in learning as well.

The seventh item is “*During teaching English, my teacher creates a humor and exciting class*” belongs to the classroom management. The result is:

Chart 4.3.7 The Distribution Score of Item 7 on Classroom Management

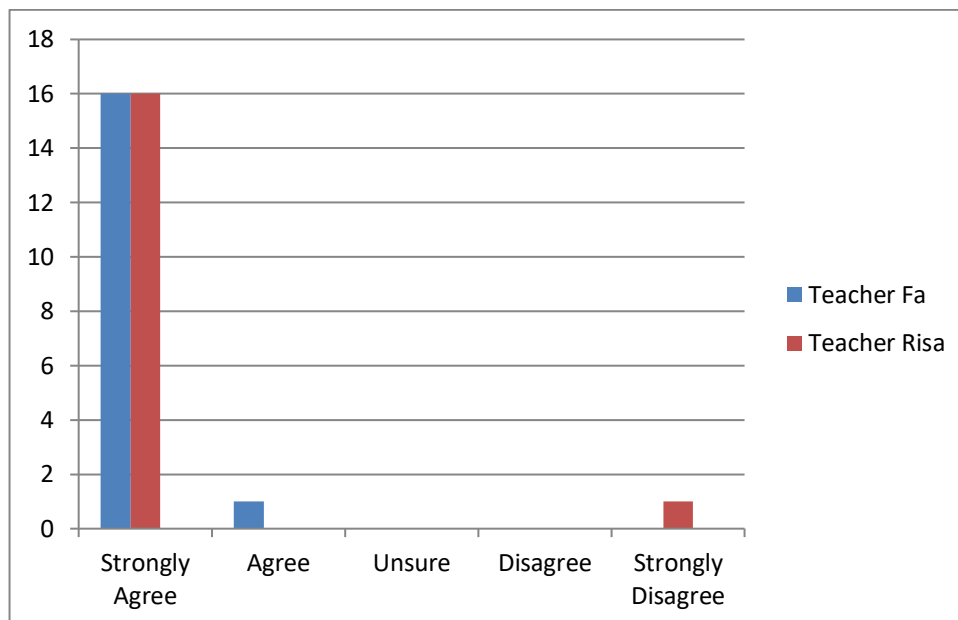


The result for the activity which is exciting has showed the different result that teacher Risa as the apprentice teacher produce higher good perception on classroom exciting activity. The apprentice teacher here perform 9% better in classroom management by creating exciting class.

However, teachers play a more professional role in the learning process, design of activities and materials as well as development of learners' potentials, a process which is central in educational institutions and systems and many individual teachers at all levels of the instruction (Cahyanuari, 2017). It related to the classroom management as well, it will bring the implication for the students activity and the motivation on the students in learning English and lead to English mastery. Based on this theory, it is the role of the teacher to manage the class fully, as the young learners considered to be active.

The result for item number eight, with the question about the activity and its method in the classroom which the students prefer and belongs to the method *"When learning English, I like when my teacher does imitating the word/mime"*, the result shows :

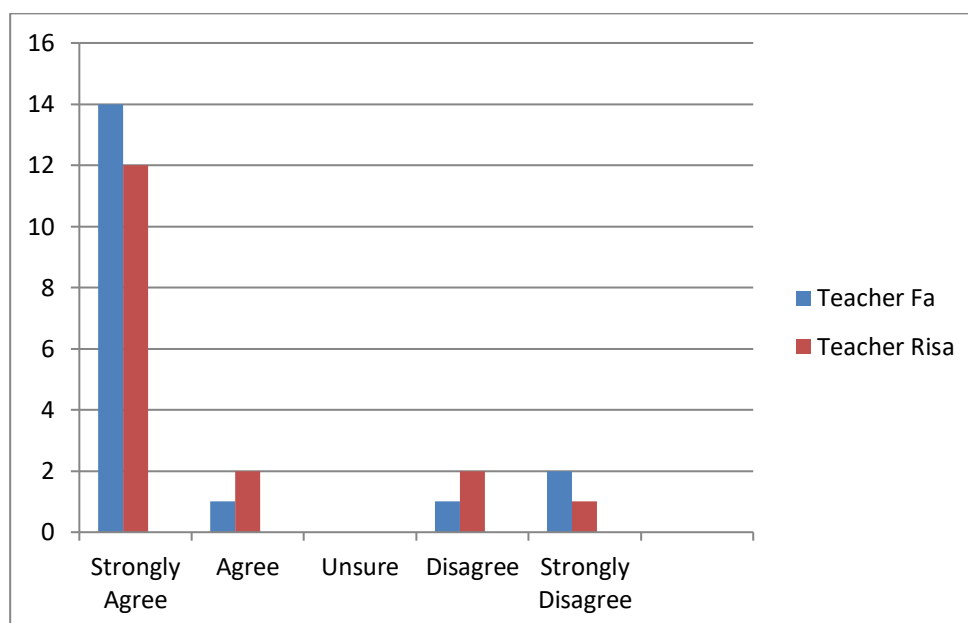
Chart 4.3.8 The Distribution score of item 8 on Method



The result shows that the English teacher imitating the word more often than the apprentice teacher. Even only small numbers, teacher Fa consider to be better in imitating the word with 98% percentage. As cited in (Advances, 2012) because active learning involves interaction with the instructor in a less formal manner, students may rate the instructor to more highly on interactive traits. Imitating the word engage the students into active learning. Here, the active learning is regarded to be more likely by the students. Students may feel they were more well organized with a lecture or active learning.

The ninth item of close-ended questions is still talking about the classroom activities and its method which is “*When learning English, I like when my teacher does making a group*”, the result is :

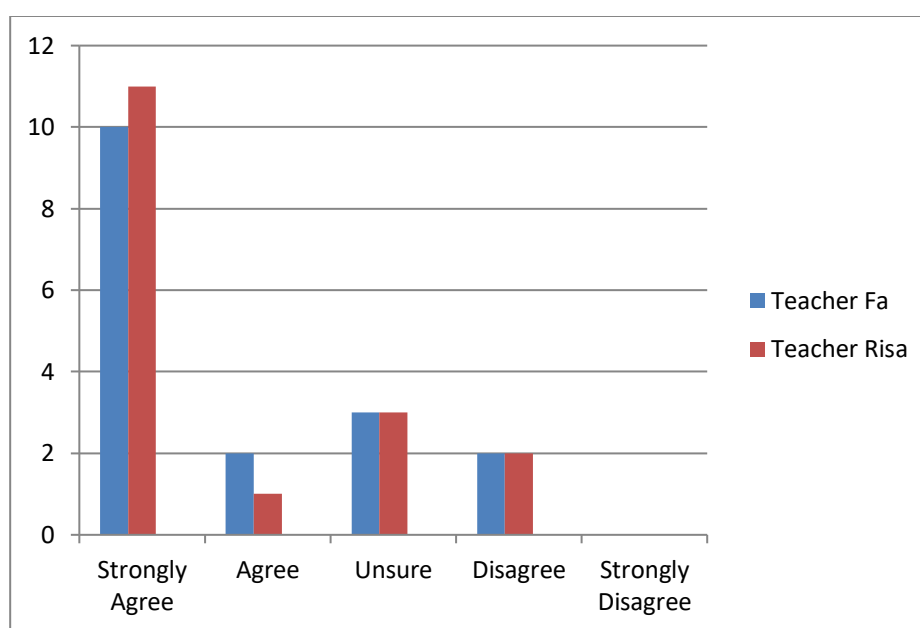
Chart 4.3.9 The Distribution Score of Item 9 on Method



Both English teacher and the apprentice produce almost same score with the value of “Agree”. Teacher Fa here shows 2% percents better on performing the methodology of grouping the students. Grouping the students belongs to the cooperative learning which defined by (Advances, 2012) as commonly defined as the use of student groups working together to maximize each other’s learning. The result for this cooperative learning may lead to well organized students and the improvement of the English in the learning as the students interact with their friends.

Tenth item is “*When learning English, I like when my teacher does making in pair*” and still belongs to method. There is a different between making a group and making in pair as group can consist more than two while making in pair sometimes consist of two person paired. The result is :

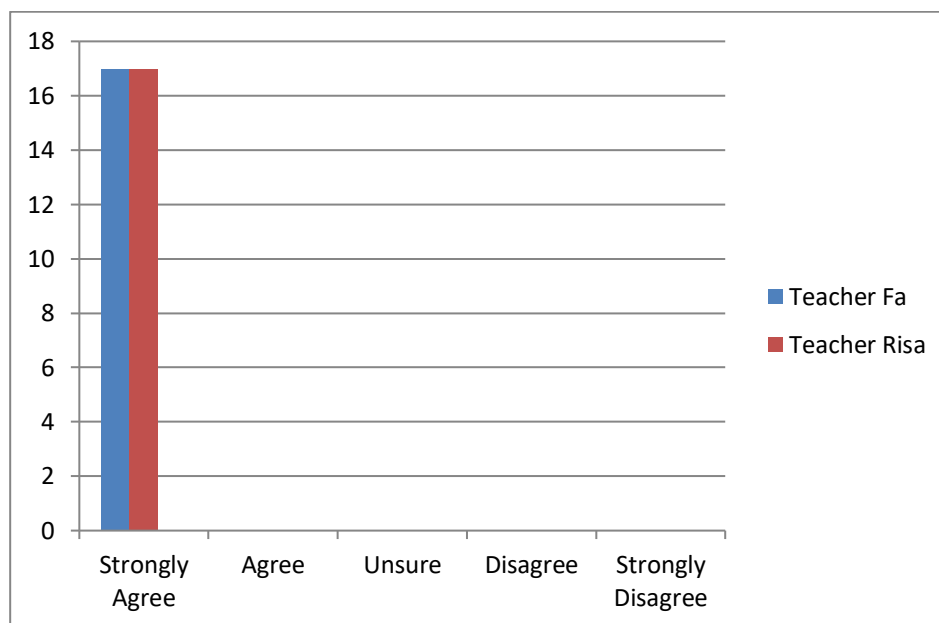
Chart 4.3.10 The Distribution Score of Item 10 on Method



The result shows that the students agreed their English teacher and apprentice teacher making pairs in the class. Here, the result shows that the apprentice teacher perform 1% better on making in pairs. It is the same as making group, the teacher is not only merely produce the sound and the students' are listening, it engages the students to be active in learning (Advances, 2012). The persistence of active learning will increase students skill in English.

The eleventh item is “*When I learn with my teacher, the activity I like memorize vocabulary*” and belongs to technique, the result is :

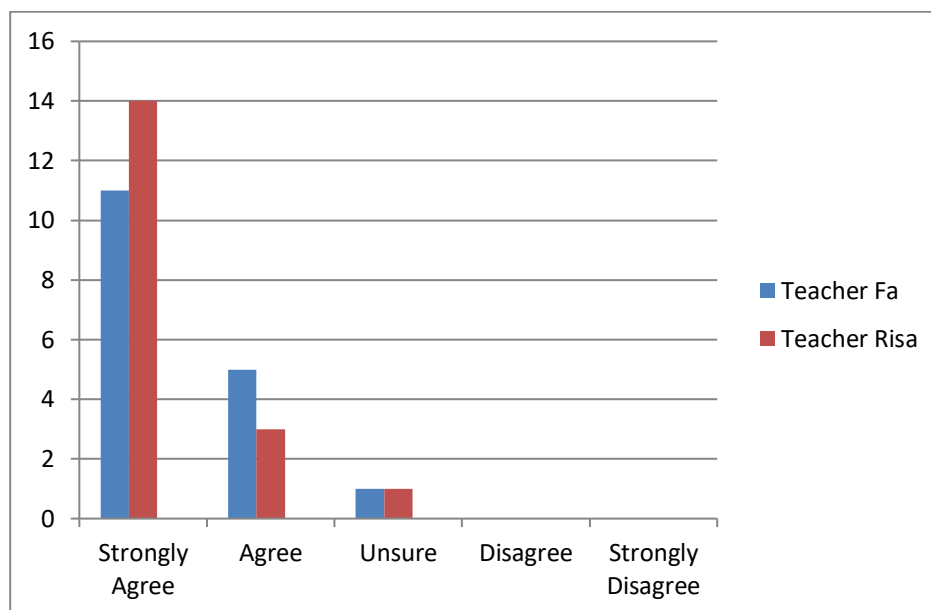
Chart 4.3.11 The Distribution score of item 11 on Technique



Thus, the result for the activity of vocabulary shows the same result in highest score, both teachers emphasize the memorization on vocabulary. The technique used in the learning process which is memorizing the vocabulary is considered will be recorded better among young learners as a recent review of research on the critical period stated by Marinova-Todd, Marshall & Snow as cited (Pertiwi et al., 2020) concluded that adolescent learners are more efficient language learners (they have already acquired their mother tongue) and that they can learn a second language and foreign language as well, that is why memorizing vocabulary is an appropriate technique.

Item number twelve is “*When I learn with my teacher, the activity I like practicing dialogue with friends.*”, it belongs to technique, the result is :

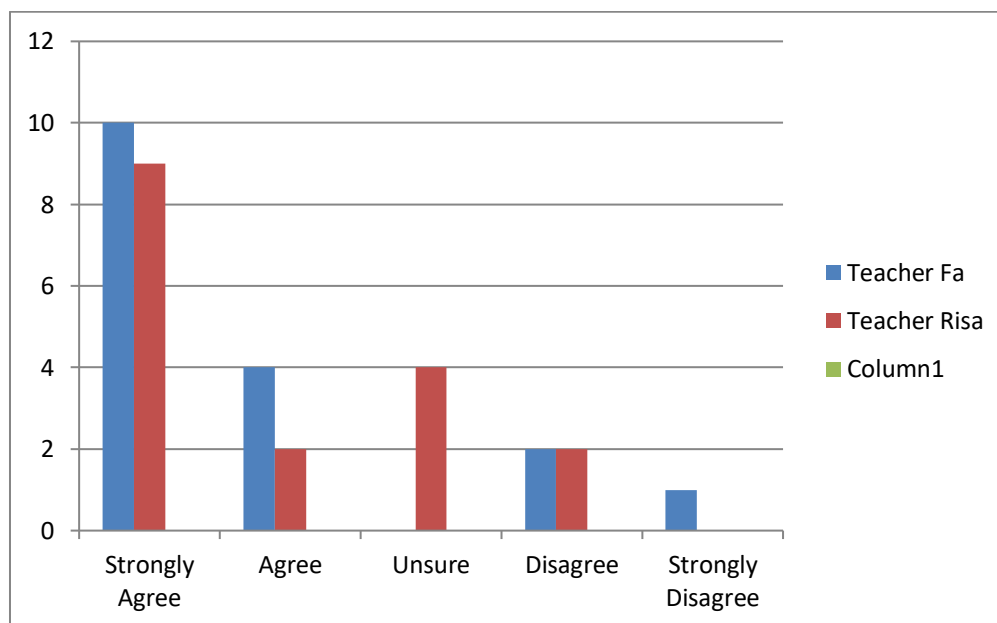
Chart 4.3.12 The Distribution Score of Item 12 on Technique



The result on practicing dialogue with friends shows the same result for both teacher and almost all of students very agree that both teachers like to make students practice with friend. Peer learning can be described as cooperative learning (Pertiwi et al., 2020) method and practicing the language is the technique of it. Practicing dialogue with friend is crucial to reduce the anxiety on learning English, the activity in where student interact more using English with their friend will build their communicative skill.

Next, the thirteenth item is *When I learn with my teacher, the activity I like watching english movie/video*”, with the result :

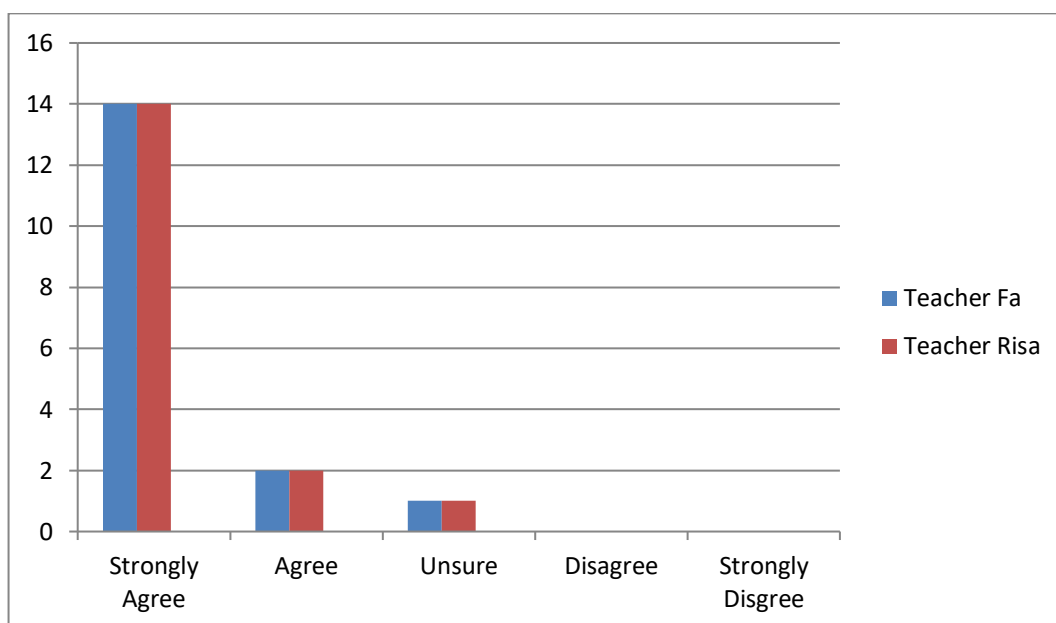
Chart 4.3.13 The Distribution score of item 13 on Technique



The scores for the activity of watching movie shows that the students agreed their teacher plays some movie for them in the class. The memorization on vocabularies for young learners is very important as students considered have the golden time on learning new languages. It is prior to puberty in which children could acquire native-like proficiency in a foreign language (Jazuly, 2018), based on this statement, the student especially young learners can maximize this phase to be fluent in English. Technique like watching English movie or video is the alternative technique if the students getting bored or stressed out, making children feel enjoy the learning process is also important for student.

The fourteenth item indicates the students' perception on the textbook, the first is “*While learning English, my teacher uses games*” related to the media of teaching, with the result :

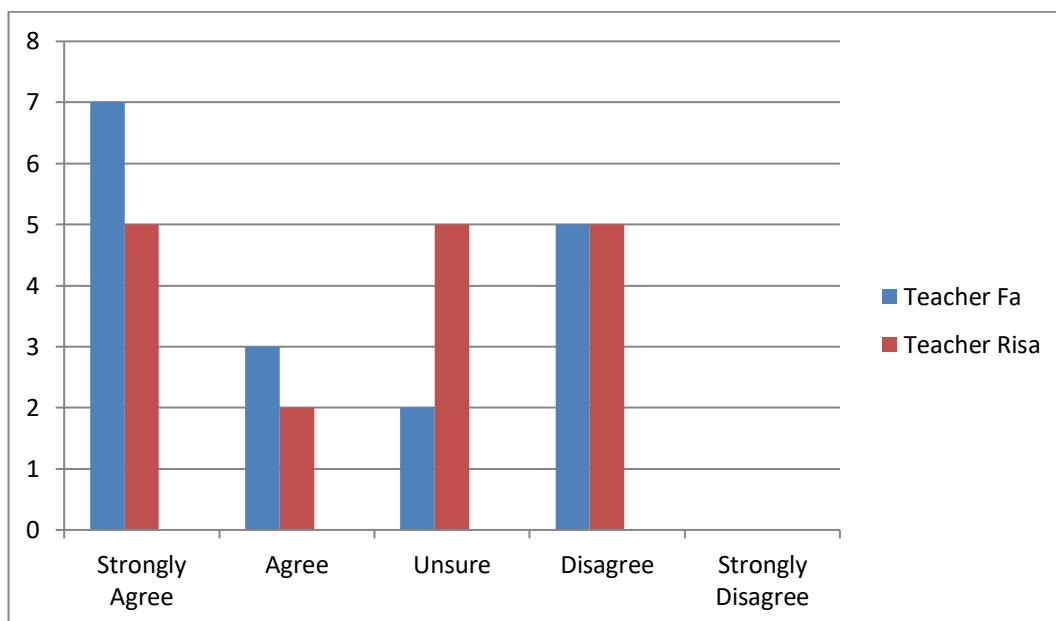
Chart 4.3.14 The Distribution Score of Item 14 on Media



It shows that the result for the media which is game is agreed by the students, Arsyad as cited in (Chhapra et al., 2018) affirms that the use of certain teaching strategy will influence the media needed, so that the strategy in teaching also supported by the media to success the strategy itself. Various media in teaching young learners are used as tool in teaching that influence classroom's atmosphere, situation, and environment created by a teacher. (Chhapra et al., 2018), therefore it is boost the learning atmosphere and created a comprehensive combination that be success the learning process.

The next is item number fifteen with the question “*While learning English, my teacher uses songs*” and belongs to the media. The result is :

Chart 4.3.15 The Distribution Score of Item 15 on Media

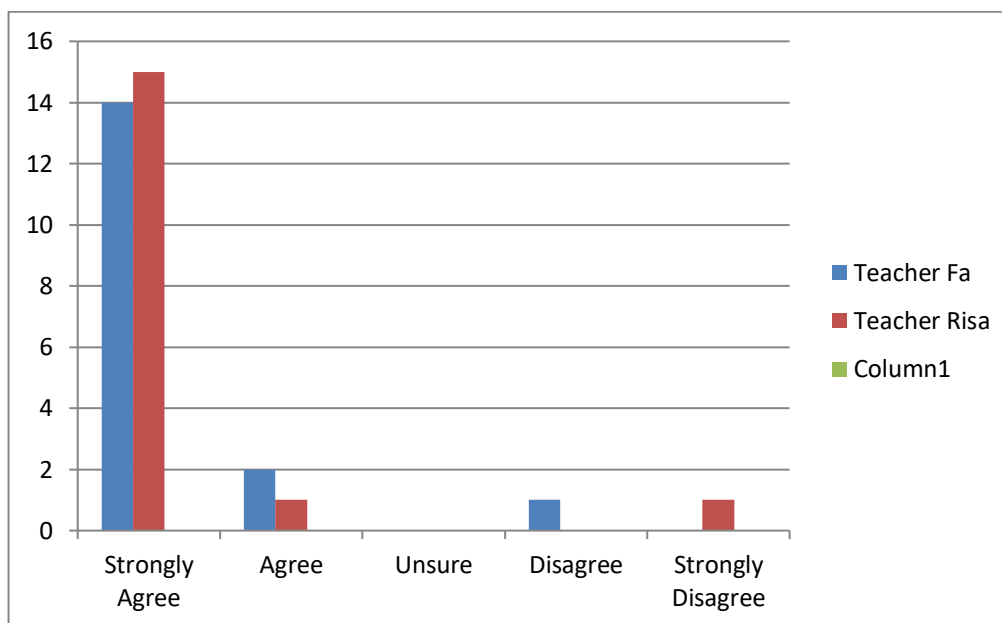


The likely of students while being learned by songs is under 4, it means that both English teacher and apprentice are rarely used the songs. However, the English teacher perceived to have higher score than the apprentice teacher, it means that the apprentice teacher here prefer to use other media rather than using songs.

However, with the use of songs to stimulate the language that the students will learn in a fun way and it helps the students to be more relaxed in learning language.

Item number sixteen is *"while learning English, my teacher uses text book"* and still belongs to media, while the result :

Chart 4.3.16 The Distribution Score of Item 16 on Media



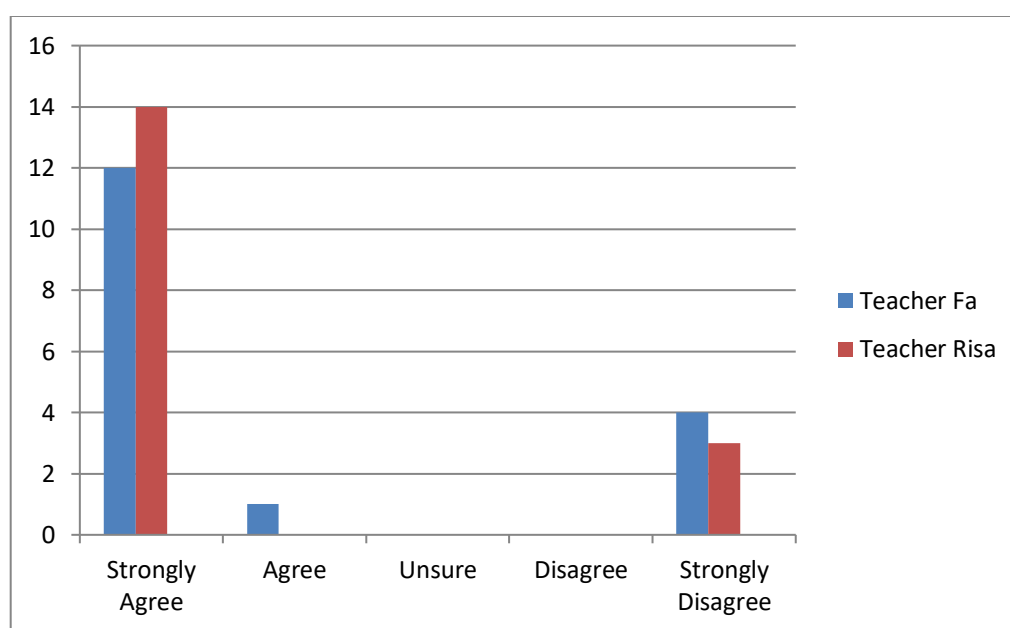
The result for the use of textbook shows that the students very agreed that their teachers teach them using a reference. The score shows that the apprentice teacher scored 3% more than the English teacher. It implies that the apprentice teacher more often using the textbook as the media of learning.

However, The learning process itself also related to the use of supporting media like textbook, Lewis and Hill as cited in (Cahyanuari, 2017) says that every teacher should know that a textbook which is suitable to one situation, is often not appropriate for another every teacher should know that a textbook which is suitable to one situation, is often not appropriate for another. Thus the use of

textbook is determining the result of the learning as it becomes the reference in task, assignment or the material itself.

Item number seventeen is “*the text book used when learning English is colorful*” related to the textbook , the result is :

Chart 4.3.17 The Distribution score of item 17 on Textbook

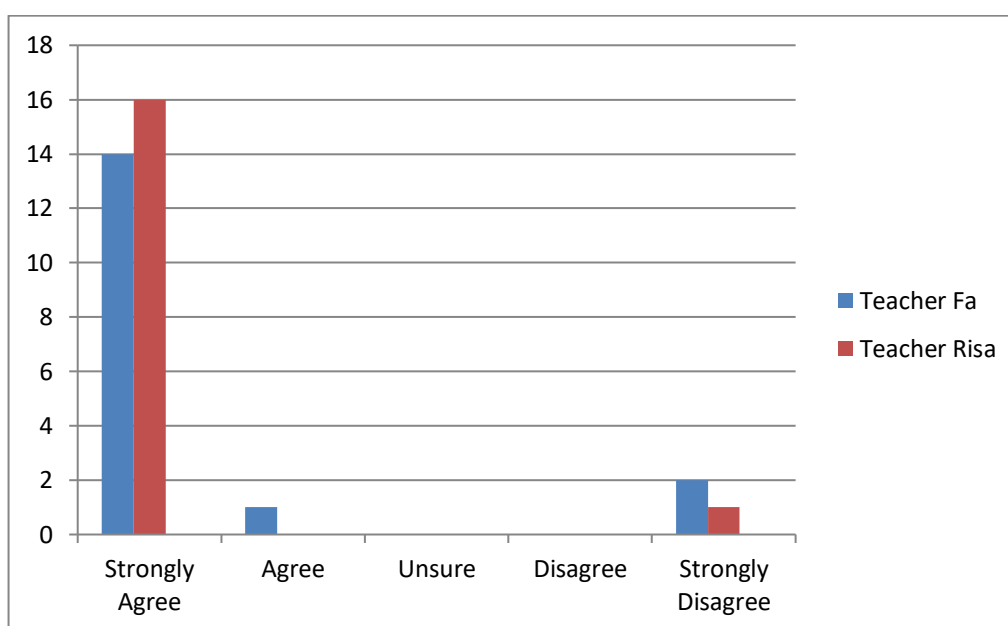


It shows that the textbook used for both teachers are interested enough for the student here to learn and study, the book is colorful. However, as the teacher creates their own textbooks to illustrate the learning, the apprentice teacher perceived creates a better textbook as she gets 85% of the total students' perception. It relates with the theory of Aebersold in (Er et al., 2012) that apprentice teacher however is opted to be those who are trying to improve themselves in learning, the improvement of the apprentice teacher here can be seen in the textbook.

The textbook which is seen as the media of learning will determine the students mastery in learning English.

The next is item number eighteen with the question “*the text book used when learning English has many pictures*” on textbook. The result is :

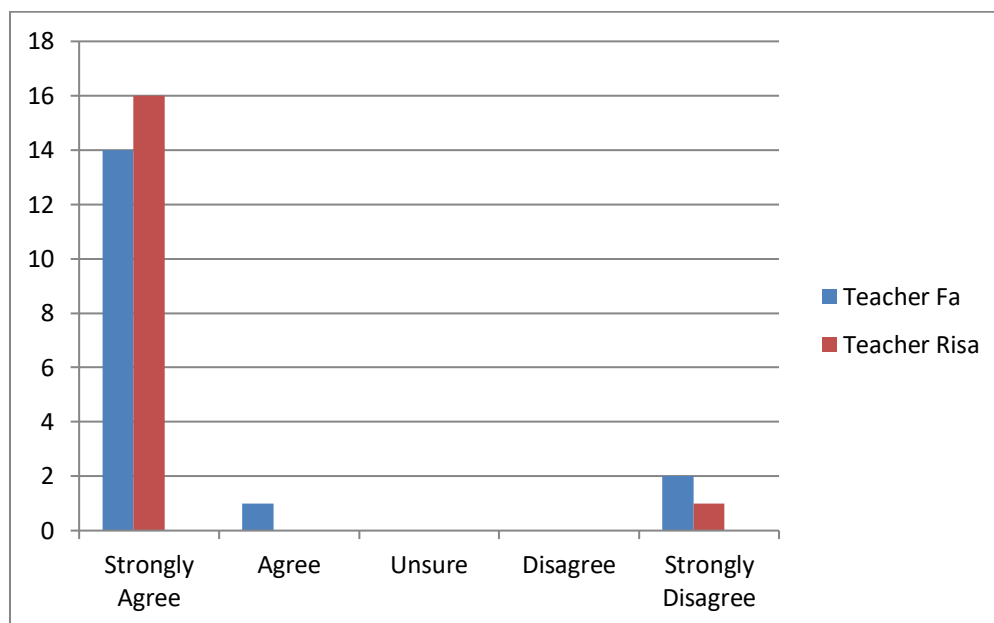
Chart 4.3.18 The Distribution score of item 18 on Textbook



The result shows that the textbook which used to student has many pictures more on teacher Risa. Here, teacher Risa performed 6% better in providing pictures in textbook. Conversely, inappropriate textbook layout and features may have detrimental effects on student learning and interest, and may render this resource ineffective (Hoshangabadwala, 2015), therefore, the layout of the textbook which has many pictures will catch the students’ interest more as young learners opted to learn in a fun way, one of the ways is providing more pictures rather than texts.

The next is the question about “*the text book used when learning English has many dialogues to practice*”, with the result :

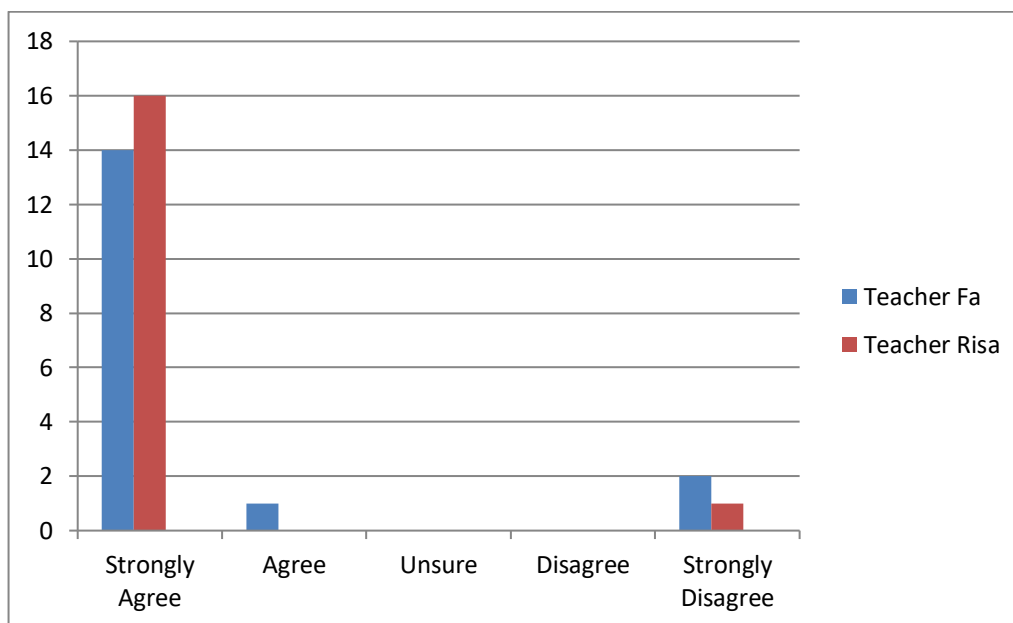
Chart 4.3.19 The Distribution score of item 19 on Textbook



Conversely, inappropriate textbook layout and features may have detrimental effects on student learning and interest, and may render this resource ineffective (Hoshangabadwala, 2015), the layouts include the contain are both detrimental on students' learning result, that is why the textbook has to represent the objectives of the learning it self, one of the features inside is the dialogue which is used to train the students' communication skills. The result shows that the textbook which is arranged by the apprentice teacher has more dialogues to practice whether it is in group or in pair. The apprentice teacher perform 6% better in providing the dialogue in the textbook. It result on the students is that the student have more media to practice their speaking skill.

As item twentieth focus on the textbook as “*The text book used when learning the letter is clearly to read*” which belongs to textbook, with the result :

Chart 4.3.20 The Distribution score of item 20 on Textbook

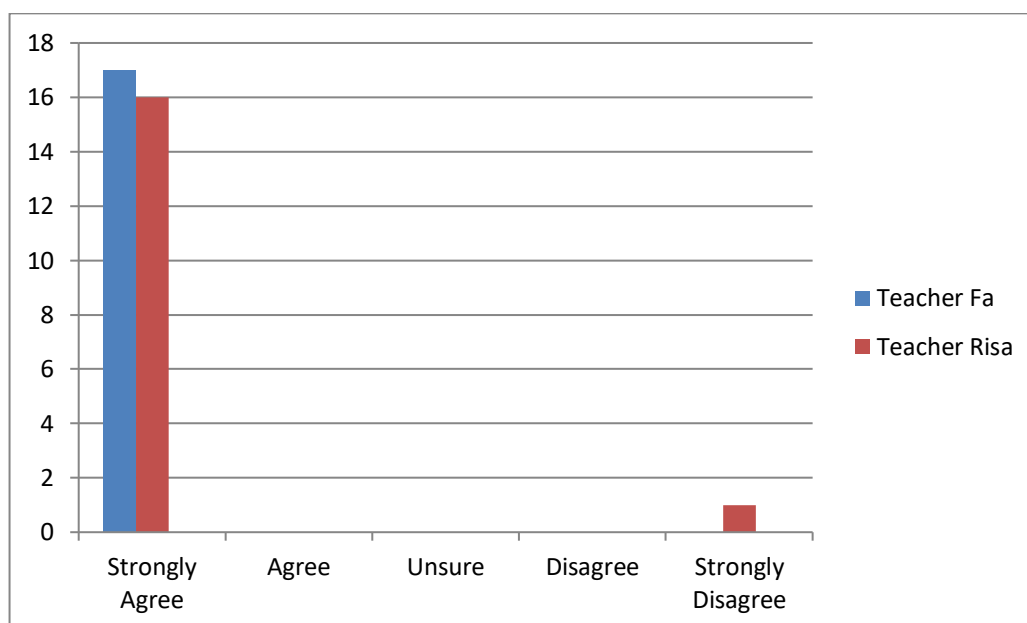


The three of questions from textbook side has shown the same result, with apprentice teacher scored higher than the teacher. The preparation of the apprentice teacher here is along with the characteristics of the apprentice teacher posed by in (Er et al., 2012) which is planner, here the apprentice teacher plans her textbook to be effectively succeed the learning process.

The role of the teacher as the planner have to covers not only in the activities in learning but the textbook as well, because textbook identified as the source material. Therefore, the use of textbooks is determine the knowledge of the students.

However question number twenty one is talking about the activity at the end of learning “*In the end of learning, my teacher always assigns a performance task*” which is belongs to the assessment and feedback. The result is:

Chart 4.3.21 The Distribution Score of item 21 on Assessment and Feedback

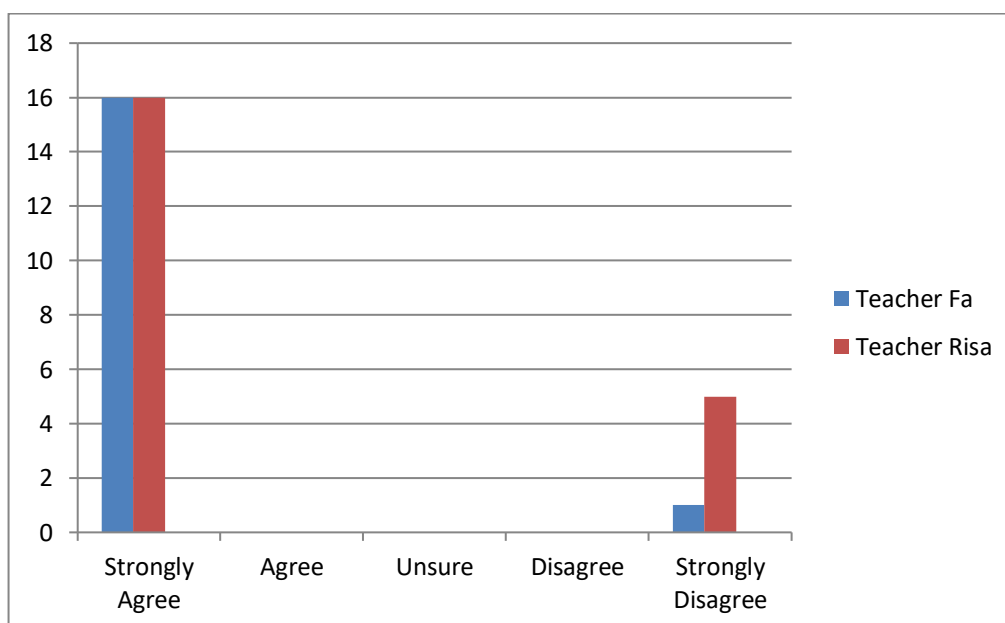


The result shows that teacher Fa got the perfect perception on assign a performance task, while teacher Risa perceived 5% less than the English teacher. The assessment in teaching include the relation between the students, the teacher for the result of assessment. However, the forms of assessment and specific assessment tasks employed in schools are overwhelmingly decided by teachers (Cavanagh et al., 2014), so that assessing students is always depends on the teacher.

When performing a performance task, the students enjoys how their knowledge is being tested and it directly measure the students' competence which will be beneficial for the teacher's feedback and the students' next strategy of learning.

The last item is "*In the end of learning, my teacher punish students when do a mistake*" belongs to the assessment and feedback. The result is :

Chart 4.3.22 The Distribution score of item 22 on Asseessment and Feedback



Based on the result above, the English teacher again perform 5% more in the punish their students when do a mistake. Eventhough, assessing can be varied, the mistakes appeared on the students are also can be assessed by give the students' punishment, as it teachers-oriented (Cavanagh et al., 2014) punishment can be stressing for the students as the assignment here used to measure the

students' performance. Punishment on assessing the students can be seen as something motivational, the students who do not want to be punished will train a lot or learn a lot so that they will not making mistakes at the end of learning

Based on the research findings of close-ended questions, there is only small significant difference between Teacher Fa and Teacher Risa. The average and the score shows that both teacher has the same characteristics on teaching young learner though teacher Risa who is the apprentice teacher there need to improve better on the item speaks clearly and the use of Thai-English in the teaching process.

2. The Students' Perception Towards English Teacher

The students' perception towards their English teacher which is Teacher Fa here shows the result for the total score is 1643 from the answer of 17 students of Ban Thamapraw Elementary School. The first stage of questions being asked in the questionnaire is the teacher personality trait towards their students, it showed the result that between three aspects of behavior which is *Being Patient*, *Always Smiling* and *Friendly*, the students answers are all fair with the average 4. The percentage is 91% for item number 1, 78% for item number 2 and 97% for item number 3. It means that the students agreed that their English teacher has a good personal behavior and personality trait.

Houser as cited in (Chhapra et al., 2018) stated three important things on the study which one of them was what is the connection between the students' impressions of the instructor's utilization of relational abilities immediacy

behavior, motivation and learning? The aspect asked in is related to the instructor which is here the teacher itself. The teacher plays important role on students' motivation and the learning itself. Therefore, it is important to see the students' perception on their teachers' behavior.

The next questions on questionnaire item being asked is the competence in English which is "*During learning English, my teacher translate English into Thailand language*". About seventeen students answer shows the result on the average 92% Teacher Fa who is a Thai teacher gives a clear translation from English to Thai. The preferably of the use of language also determine the understanding of the students especially young learners who is learning English as the foreign language.

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Item number five six and seven are talking about the teacher's classroom management in the classroom. There are three questions on these issue, the first is *During learning English my teacher, Speaks Clearly, Comes and Finishes on time* and *Creates humor and exciting class*. Those items are question number five, six

and seven. Question number five shows the result with the percentage 97%. Thus indicate that teacher Fa speaks clearly when teach their students. Item number six got 46% or mostly 'Disagree' it shows that the discipline on their English teacher is seen less during manage the classroom. The teacher here considered not on time when entering the class and also not finishes on time. It indicates that the students' count on the teacher detail as well as their behavior when they start the class. Item number seven got 79% which indicated that the students liked the teacher and the way she creates a humor in the class.

The eight ninth and tenth items are talking about the preference on the method done by the teacher in the classroom, the items are *When learning English, I like when teacher does Imitating the word/mime, Making a group and Making in pair*. Those items have each result 98% for item number eight, 87% for item number nine and 83% for item number ten. Those items has shown that most of the students agreed on the teacher Fa's methods which are imitating the word, making a group and making in pair. However, it is understandably if the young learners are preferably to be taught in a group or pair as according to Paulson as cited in (Cavanagh et al., 2014) active learning may be defined as anything that students do in a classroom other than merely passively listening to an instructor's lecture while cooperative learning is commonly defined as the use of student groups working together to maximize each other's learning. Therefore, making group and in pair is really effective in teach the student especially young learners.

The next is item number eleven, twelve and thirteen. These items are talking about the technique in the classroom that the students like with the questions

When I learn English with my teacher, the activity I like Memorize vocabulary, Practicing dialogue with friends and Watching English movie or video. The result on the technique which is memorize vocabularies got the perfect score which is 100%. The next question which is practicing dialogue with friend got 94% and the next item which is watching English movie or video got 83%. The memorization on vocabularies for young learners is very important as students considered have the golden time on learning new languages. It is prior to puberty in which children could acquire native-like proficiency in a foreign language (Jazuly, 2018), based on this statement, the student especially young learners can maximize this phase to be fluent in English. The next item is talking about The last item on activity is watching English movie or video, this is the alternative activity if the students getting bored or stressed out, making children feel enjoy the learning process is also important for student.

The item number fourteen, fifteen and sixteen items are talking about the media on the learning activity done by the teacher in the classroom, the items are *When learning English, my teacher use Games, Songs, and Text book.* Those items have each result 95% for item number fourteen 75% for item number fifteen and 91% for item number sixteen. Those items has shown that most of the students agreed on the teacher Fa learning activities which are imitating the word, making a group and making in pair.

Next, the student' perception teacher Fa on the textbook used on the learning, based on the questions focus on the textbook, the items being dicussed are item number seventeen, eighteen, and nineteen and twenty. (Setiawati, 2015)

points out that textbook is all book used in the teaching and learning process, including working book, modules, and reference book. Textbook has many benefits such as to measure consistency, structure and logical progression (Reid & Kováčiková, 2017). The result shows on “*the text book used when learning English is colorful*” is 80%, while “*the text book used when learning English is colorful*” got 89%, and “*the text book used when learning English has many dialogues to practice*” got 89%, and item number twenty “*the text book used when learning English, the letter is clearly to read*” got 89%. All of the questions on textbook is answered in a fair answer, most of the students agreed that the textbook used is suitable for teach young learners.

According to (Cavanagh et al., 2014) the learning process ends with evaluation. Assessment can be defined as the evaluation process itself, therefore it is important to obtain a task or others to assess the students. The last items are item number twenty one and twenty two about the assessment the teacher Fa takes, the questions are “*In the end of learning, my teacher always assigns a performance task*” and “*In the end of learning, my teacher punish students when do a mistake*”. The result of item number twenty one is 100%, it means that the students re very agree that their English teacher has given a performance task during the learning process, the next item shows the result of 95% percent students also very agree that teacher Fa also used punishment to the students when they commit mistakes.

The total score for teacher Fa in over all questions about their students’ perception on her is 87%. Thus, it means that teacher Fa is seen as a good teacher

with good personal trait, effective strategy and method, fun activities on learning and the suitable use of language, material and the textbook also enhance the learning process with the assessment provided to measure the student's performance accurately.

3. The Students' Perception Towards Apprentice Teacher

The students' perception towards their English teacher which is Teacher Fa here shows the result for the total score is 1601 from the answer of 17 students of Ban Thamapraw Elementary School. The first stage of questions being asked in the questionnaire is the teacher personal trait towards their students, it showed the result that between three aspects of behavior which is *Being Patient*, *Always Smiling* and *Friendly*, the result consecutively are 79%, 93% and 89%. Teacher Risa who is considered as apprentice teacher shows a great result on the aspect always smiling.

Next is the students' perception towards the English competency, the question is "*During learning English, my teacher translates English into Thailand language*". The result shows that the apprentice teacher are likely to use both of native language of the students and the English as well with the result reach 90%. Eventhough, the apprentice here is a non native speaker of Thai but she has tried to use the preferable language for their students and it has succeeded.

Item number five, six and seven are talking about the classroom management. There are three questions on these issue, the first is *During learning English my teacher, Speaks Clearly, Comes and Finishes on time* and *Creates humor and exciting class*. It relates to the questions about the personal trait as if these

questions are focus on the habitual actions the teacher did. The result shows for speaks clearly is 97%, comes and finishes on time 33% while creates humor and exciting class got 88%. The result on comes and finishes on time is the lowest score from the questionnaire. It can be concluded that the students pay attentions to the time details and is consider their apprentice teacher does not start and finish the class along with the schedule.

The next is item which were talking about the method in the classroom. They are item number eight, nine, ten, and eleven the questions are *When learning English, I like when my teacher does imitating the word/mime*, *When learning English, I like when my teacher does making a group*, *When learning English, I like when my teacher does making in pair* and *When I learn with my teacher, the activity I like memorize vocabulary*. The result shows in a row : 95%, 85%, 83% and 100%. The result shows the perception on their teacher about the methods they like and most of them response in a satisfactory level with the average on result of the score is 4,7.

Still talking about method that the students like in the classroom, item number twelve and thirteen. The questions are *When I learn with my teacher, the activity I like Practicing dialogue with friends* and *When I learn with my teacher, the activity I like watching english movie/video*. The results are 94% and 80%. Those questions on activities are considered important to be asked as children are likely to have various activity in learning rather just sit and listen.

The item number fourteen, fifteen and sixteen items are talking about the media on the learning activity done by the teacher in the classroom, the items are *When learning English, my teacher use Games, Songs, and Text book*. The results are 95%, 68% and 94%. the result shows low score on the use of Songs, but high score on games and textbook, with a different range, it can be concluded that the apprentice teacher was rarely used song.

(Setiawati, 2015) points out that textbook is all book used in the teaching and learning process, including working book, modules, and reference book. The items discussed the use of textbook are items number seventeen, eighteen, nineteen and twenty. The questions are *the text book used when learning English is colorful, has many dialogues to practice and the letter is clearly to read*. The answers show that in a row, students 85%, 95%, 95% and 95%. The result on textbook clearly shows not a significant different between the elements in the textbook, only the element of colorful which is not scored as high as the others but the result is still good with almost students "Agreed".

The last items are item number twenty one and twenty two about the assessment the teacher Risa takes, the questions are *"In the end of learning, my teacher always assigns a performance task"* and *"In the end of learning, my teacher punish students when do a mistake"*. The result are 95% and 90%. Both questions show that the apprentice teacher done the assessment in a balance way.

4. The Differences on Students' Perception Between Their English and Apprentice Teacher

The researcher also spread the open-ended questions to the students to directly compare the English and apprentice teacher. On question “*What do you feel learning English subject*” all students of Ban Thamapraw Elementary School answered Very Happy and Happy. It indicates that they enjoyed the learning activities, they feel learning English is not a hard deal for them.

Next, in question “*Do you like learning English?*” all students answered “Yes”, then the reasons are because they like to study with teacher Fa and teacher Risa, because it is fun, and because they are happy. As they are young learners, the answers are not complex.

Questions number three for open-ended questions is “*Do you like learning English with Teacher Risa*” all students answered Yes, I do. The answer or the reason was because they happy to study with teacher Risa, because they like teacher Risa and because it is very interesting. Based on the answers, the apprentice teacher here were succeed in teaching young learners in Ban Thamapraw elementary students especially in third grade students, they assumed to give a good perception on their apprentice teacher during short period of learning process.

The next is the question which asked “*Do you like learning English with Teacher Fa?*” all students answered Yes, I do. The answers for the reasons are

because they happy to study with teacher Fa, because they like teacher Fa and because it is very interesting. The answers for both teachers are just the same.

The last question is the question about their English teacher “*Please describe your English teacher in your own words!*” all of students answered that they like their English because the English teacher is kind, fun, like to playing games. They are also very happy when they were being taught by teacher Fa because she is fun and kind. Some of them also mention teacher Risa as the apprentice teacher who is kind and orderly and fun.

Based on the open-ended questions, it can be concluded that there is no significant different of the students perception on their English and apprentice teacher. All of them assume that their teacher are fun and kind and they were happy to be taught by them. Therefore, it can be concluded that to conduct a good teaching learning process, the teacher need to prepare and do some various activities, media, textbook, method, strategy and assessment so that the perception on their teacher will be satisfying. As perception is very subjective, both teachers are perceived good.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusion and suggestions. The first part present the conclusions derived from the study. The second part present suggestions are intended for the teacher and other researchers.

A. Conclusion

The researcher conclusion is derived from the data which have been analyzed in the previous chapters. After analyzing and investigating the data about the student's perception towards English teacher and apprentice teacher, it can be concluded that there are many types of the questions being asked to the students to see their perception towards their teachers. The questions include the teacher personal trait and behavior, the activities and the preference of the use of language in the classroom, the method and the strategy, the media used by the teacher, the material and the textbook, and the assessment.

The total score of students perception towards teacher Fa is 1643 while teacher Risa 1601. It can be concluded that the students agreed in perceiving all the questions being asked in the questionnaire. In open-ended questions, the students also answered positively on teacher Fa, showing that they really enjoy the learning process conduct by teacher Fa.

Teacher Risa as the apprentice teacher posses 1601 scores. The result shows that there is no significant difference of perception on teacher Fa as the English teacher and Teacher Risa as the apprentice teacher. Both of teacher perceived good and all students agreed that teacher Risa has done all of the things being asked in the questionnaire. However, some students answered that they also enjoy to be taught by the apprentice teacher as she is perceived kind and likes to play many games.

Moreover the researcher found there is a gap score between both teachers in some items of questions about the students' perception towards English and apprentice teacher, the items are item number 2 (*My English teacher is always smiling*), item number 4 (*During learning English, my teacher translates English into Thailand language*), item number 5 (*During teaching, my teacher always speaks clearly*) and item number 7 (*During teaching English, my teacher creates a humor and exciting class*). The overall gap is between 10 until 26 for those four questions.

B. Suggestions

The followings were suggestions from the researcher for further research or analysis on students' perception towards their English teacher and apprentice teacher. Based on the result of the study, there are some suggestions to be considered :

a. For Students

The students are wished to be cooperative in perceiving their own teachers as they were the objects in learning, it is important for them to give feedback to their teachers so that their teachers evaluate themselves and in the learning process.

b. For Teacher

Teaching English to young learners is a challenging as young learners are very dependent, the teacher is wished to conduct a various activities to engage students' interaction and interest towards the learning process. It is also important to conduct an interview or a questionnaire to see the feedback of the students about the learning process as well as the performance of the teacher. The students' perception would let the teacher to figured out what they like and dislike and improved the awareness of the teacher on teaching young learners.

c. For Further Researcher

Further researcher should be able to elaborate and explore the students' perception not only among young learners but also to other level of students since it is useful to measure a better learning process to the students. Also students' perception is also still rare in term of research and it helps the student asses their teacher as well.

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APPENDICES



YAYASAN PENDIDIKAN PANCASAKTI TEGAL
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Tegal, July 14th..., 2020

No :/../../..

Subject : Research Permission

To : Mr. Subin Niyomdecha
The Director of Ban Thamapraw School
Krabi
Thailand

Greetings from Tegal Indonesia!

In partial fulfillment of requirements for our student's final project, on behalf of Teacher Training and Education Faculty UPS Tegal, we would like to ask for permission - for our student **Riza Prawitasari** to research at Ban Thamapraw School.

In connection with this, we would like to ask you're the good office to allow him to use your materials as one of the references and to conduct the survey and interview in your vicinity. Rest assured that the data he will gather will remain confidential and be used for academic purposes only.

We hope for your positive response to this humble matter. Your approval to conduct this study will be greatly appreciated.

Thank you



Respectfully yours,

Dr. Purwo Susongko, M.Pd
The Dean of Teacher Training and Education Faculty

Appendix 2: Result validity and reliability

VALIDITY TEST AND RELIABILITY TEST

Validity is a measure of the degree of validity or the validity of a research instrument. An instrument is said to be valid if it is able to measure what is to be measured or desired. An instrument said to be valid if can be reveal the data of the variables studied

1. If the significance value < 0.05 , then the instrument is declared valid
2. If the significance value > 0.05 , then the instrument is declared invalid

Comparing the value of r_{xy} table with r product moment:

1. If the value of $r_{xy} > r$ table product moment, then the instrument is declared valid
2. If the value of $r_{xy} < r$ table product moment, then the instrument is declared invalid

Based on the output in mind some values like: Pearson correlation or correlation value between of the item or the item with a total score also known as r_{xy} . Sig. (2-tailed) was a significance level of 5%, while N is the total of survey respondents is 17 people.

Table. 1 The Result of ValidityTest of Students' Perception Questionnaire

No item	r_{xy}	$R_{table} 5\% (17)$	Status
1	0.613	0.482	Valid
2	0.557	0.482	Valid
3	0.064	0.482	Invalid
4	0.606	0.482	Valid
5	0.239	0.482	Invalid
6	0.705	0.482	Valid
7	0.053	0.482	Invalid
8	0.589	0.482	Valid

9	0.661	0.482	Valid
10	0.569	0.482	Valid
11	0.022	0.482	Invalid
12	0.748	0.482	Valid
13	0.836	0.482	Valid
14	0.567	0.482	Valid
15	0.639	0.482	Valid
16	0.705	0.482	Valid
17	0.520	0.482	Valid
18	0.025	0.482	Invalid
19	0.540	0.482	Valid
20	0.768	0.482	Valid
21	0.076	0.482	Invalid
22	0.641	0.482	Valid
23	0.643	0.482	Valid
24	0.542	0.482	Valid
25	0.689	0.482	Valid
26	0.799	0.482	Valid
27	0.408	0.482	Invalid
28	0.690	0.482	Valid
29	0.262	0.482	Invalid
30	0.523	0.482	Valid
31	0.225	0.482	Invalid

There are said that the basis for a decision in the reliability test's as follows.

1. If the value of Cronbach's Alpha > 0.600 the questionnaire items dictated reliable.
2. If the value of Cronbach's Alpha < 0.600 the questionnaire item dictated unreliable.

Table. 2 The Result of Reliability Test of Students' Perception Questionnaire

Case Processing Summary

		N	%
Cases	Valid	17	100.0
	Excluded ^a	0	.0
	Total	17	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.860	31

First Output (Case Processing Summary) | N or the number of valid data (valid for at process) is 17 units, while the missing data is zero. Here means that all the data is processed.

Second Output (Reliability Statistics) | from the output of Reliability Statistics obtained Cronbach's Alpha value of 0.860 > 0.600, based on the basis of decision-making in the reliability test can be concluded that this research.

Appendix 3: Result of Open ended questions

Questions	Responses of the participants
<p>1. RS</p> <ol style="list-style-type: none"> 1. What do you feel learning English subject? 2. Do you like learning English? 3. Do you like learning English with Teacher Risa? 4. Do you like learning English with Teacher Fa? 5. Please describe your English teacher in your own words! 	<p>RS</p> <ol style="list-style-type: none"> 1. I feel enjoy. 2. Yes. Because fun. 3. Yes. Because she is funny. 4. Yes. Because fun 5. Fun.
<p>2. SK</p> <ol style="list-style-type: none"> 1. What do you feel learning English subject? 2. Do you like learning English? 3. Do you like learning English with Teacher Risa? 4. Do you like learning English with Teacher Fa? 5. Please describe your English teacher in your own words! 	<p>SK</p> <ol style="list-style-type: none"> 1. Happy. 2. Yes. Because games. 3. I like. 4. I like. 5. Fun.
	<p>WS</p>

<p>3. WS</p> <ol style="list-style-type: none"> 1. What do you feel learning English subject? 2. Do you like learning English? 3. Do you like learning English with Teacher Risa? 4. Do you like learning English with Teacher Fa? 5. Please describe your English teacher in your own words! 	<ol style="list-style-type: none"> 1. Enjoy 2. I like English. 3. I like. 4. I like. 5. Very kind and fun.
<p>4. NA</p> <ol style="list-style-type: none"> 1. What do you feel learning English subject? 2. Do you like learning English? 3. Do you like learning English with Teacher Risa? 4. Do you like learning English with Teacher Fa? 5. Please describe your English teacher in your own words! 	<p>NA</p> <ol style="list-style-type: none"> 1. Enjoy. 2. Like studying English. 3. I like. 4. I like. 5. Kind and fun.
<p>5. PL</p> <ol style="list-style-type: none"> 1. What do you feel learning English subject? 2. Do you like learning English? 3. Do you like learning English with Teacher Risa? 4. Do you like learning English with Teacher Fa? 5. Please describe your English teacher in your own words! 	<p>PL</p> <ol style="list-style-type: none"> 1. Fun. 2. I feel enjoy. 3. I like. 4. I like. 5. I like studying English.

<p>6. RK</p> <ol style="list-style-type: none"> 1. What do you feel learning English subject? 2. Do you like learning English? 3. Do you like learning English with Teacher Risa? 4. Do you like learning English with Teacher Fa? 5. Please describe your English teacher in your own words! 	<p>RK</p> <ol style="list-style-type: none"> 1. Happy. 2. I feel happy. 3. I like 4. I like. 5. Enjoy.
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<p>7. NB</p> <ol style="list-style-type: none"> 1. What do you feel learning English subject? 2. Do you like learning English? 3. Do you like learning English with Teacher Risa? 4. Do you like learning English with Teacher Fa? 5. Please describe your English teacher in your own words! 	<p>NB</p> <ol style="list-style-type: none"> 1. It is very fun. 2. Yes. Many games. 3. I like. 4. I like. 5. I like studying English with teacher Risa.
<p>8. NS</p> <ol style="list-style-type: none"> 1. What do you feel learning English subject? 2. Do you like learning English? 3. Do you like learning English with Teacher Risa? 4. Do you like learning English with Teacher Fa? 5. Please describe your English teacher in your own words! 	<p>NS</p> <ol style="list-style-type: none"> 1. Enjoy. 2. I like English. 3. Like to study with teacher Risa. 4. Like to study wit teacher Fa. 5. Teacher Fa is kind and orderly. Teacher Risa is kind and orderly.
<p>9. PJ</p> <ol style="list-style-type: none"> 1. What do you feel learning English subject? 2. Do you like learning English? 3. Do you like learning English with Teacher Risa? 4. Do you like learning English with Teacher Fa? 5. Please describe your English teacher in your own words! 	<p>PJ</p> <ol style="list-style-type: none"> 1. Happy. 2. I like English. 3. I like studying with teacher Risa. 4. I like studying with teacher Fa. 5. Fun.

10. HT

1. What do you feel learning English subject?
2. Do you like learning English?
3. Do you like learning English with Teacher Risa?
4. Do you like learning English with Teacher Fa?
5. Please describe your English teacher in your own words!

11. PJ

1. What do you feel learning English subject?
2. Do you like learning English?
3. Do you like learning English with Teacher Risa?
4. Do you like learning English with Teacher Fa?
5. Please describe your English teacher in your own words!

HT

1. I like study English.
2. I like study English.
3. I like.
4. I like.
5. Study English with Teacher Fa is fun.

PJ

1. Have fun palying games.
2. I like it because I have knowledge of English.
3. I like.
4. I like.
5. Because studying fun with teacher Fa.

<p>12. NP</p> <ol style="list-style-type: none"> 1. What do you feel learning English subject? 2. Do you like learning English? 3. Do you like learning English with Teacher Risa? 4. Do you like learning English with Teacher Fa? 5. Please describe your English teacher in your own words! 	<p>NP</p> <ol style="list-style-type: none"> 1. Enjoy. 2. I like study English. 3. I like. 4. I like. 5. Kind and fun.
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<p>13. TW</p> <ol style="list-style-type: none"> 1. What do you feel learning English subject? 2. Do you like learning English? 3. Do you like learning English with Teacher Risa? 4. Do you like learning English with Teacher Fa? 5. Please describe your English teacher in your own words! <p>14. NS</p> <ol style="list-style-type: none"> 1. What do you feel learning English subject? 2. Do you like learning English? 3. Do you like learning English with Teacher Risa? 4. Do you like learning English with Teacher Fa? 5. Please describe your English teacher in your own words! 	<p>TW</p> <ol style="list-style-type: none"> 1. Enjoy and fun. 2. I like. 3. I like. 4. I like. 5. Teacher Fa is fun. <p>NS</p> <ol style="list-style-type: none"> 1. Likes study english have games. 2. I like because have games. 3. I like. 4. I like. 5. Teacher Fa and Teacher Risa is kind.
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<p>15. TJ</p> <ol style="list-style-type: none"> 1. What do you feel learning English subject? 2. Do you like learning English? 3. Do you like learning English with Teacher Risa? 4. Do you like learning English with Teacher Fa? 5. Please describe your English teacher in your own words! 	<p>TJ</p> <ol style="list-style-type: none"> 1. I like it very much. Very fun. 2. Very fun. 3. I like. 4. I like. 5. Kind always likes to play games.
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<p>16. PS</p> <ol style="list-style-type: none"> 1. What do you feel learning English subject? 2. Do you like learning English? 3. Do you like learning English with Teacher Risa? 4. Do you like learning English with Teacher Fa? 5. Please describe your English teacher in your own words! <p>17. TT</p> <ol style="list-style-type: none"> 1. What do you feel learning English subject? 2. Do you like learning English? 3. Do you like learning English with Teacher Risa? 4. Do you like learning English with Teacher Fa? 5. Please describe your English teacher in your own words! 	<p>PS</p> <ol style="list-style-type: none"> 1. Studying english is very fun. 2. I like. 3. I like. 4. I like. 5. Teacher Fa and teacher Risa like to play games. <p>TT</p> <ol style="list-style-type: none"> 1. Enjoy. 2. Very fun. 3. I like. 4. I like. 5. Kind and likes to play games.
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Appendix 4: Nam of third students

Primary 3		Nickname
1.	Wirun Sansatarn.	Makdip
2.	Suthep Kotchawet.	Gobfa
3.	Thanawin Tansakun.	Tassarik
4.	Thawatchai Jongkrak.	Pumee
5.	Rungsaengtawan Sriwaja.	Baogun
6.	Hassaya Tampeuk.	Iptihal
7.	Narintip Sansatarn.	Nuha
8.	Nanthapart Boonmark.	Brasil
9.	Patcharaporn Landern.	Deenut
10.	Puwanet Jehsa.	Hafit
11.	Passakorn Jongsawatwarakun.	Khainew
12.	Natchawarn Pongo.	Mumtad
13.	Pannatat Sansatarn.	Sen
14.	Ratdawan Kuhlak.	Aminah
15.	Nurlaila Adam.	Laila
16.	Nantaporn Sansatarn.	Anwa
17.	Thanyaporn Wanna.	Nampet

Appendix 5: Documentation of Fourth Grade doing try out.





Documentation of Third Grade Student Doing the Questionnaire.



